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ABSTRACT

Described is a pilot resource center program for mainstreaming and serving 123 special needs children (ages 3-21) as mandated in Chapter 766 (Massachusetts Special Education Law). The resource center program is explained in the first section as a service, as a success center, as an in-house team, as a beneficial program, and as a special service program. Provided are an overview of the plan development and early designs of the program in section 2. Discussed in section 3 are a time study plan of program implementation, systemwide sharing of special study needs and problems, and inservice retraining workshops for regular teachers. Described in section 4 are implementation procedures and strategies for 10 principal goals and objectives such as identification and referral, individual prescriptions, and mainstreaming and integration. An ongoing formative evaluation with questions and answers is discussed in section 5. Next, in section 6, the staff inservice retraining program is illustrated by an outline of the program and a copy of the inservice retraining evaluation survey. Answered in section 7 are questions concerning each restated program objective, and included are evaluation forms administered to resource teachers/aides, ancillary staff, administrators, transportation personnel, parents of resource children, parents of regular program children, and regular classroom teachers. Presented in section 8 is an analysis of each of the evaluation forms provided in section 7. Given in section 9 are a product evaluation checklist and 19 appendixes including the Massachusetts Special Education Act-Chapter 766, an educational plan, and an evaluation request form. (PT)

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THE RESOURCE CENTER PROGRAM

(A MODEL FOR MAINSTREAMING AND SERVING CHILDREN WITH SPECIAL NEEDS)

by

Rudy A. Feudo

Submitted in partial fulfillment of the
requirements for the degree of Doctor of
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ABSTRACT

The purpose of this practicum was to change the quality and quantity of services to all children, ages 3-21, with special needs by expanding those services to bridge the gap between special and regular education in resource centers in our public schools.

To accomplish this purpose the practicum required the development and implementation of a plan which brought services directly to children within their neighborhood districts or schools.

It required the elimination of self-contained classrooms for "special children," isolated in out-of-district locations. It allowed the gradual integration of these children into regular programs at each grade level.

Data for the practicum were obtained through the use of questionnaires, conferences, interviews and observations. State mandates, special education literature and knowledge of local needs provided guidelines and avenues for facilitating data collection.

The following notations provide a sample of conclusions derived from the results of the resource center practicum:

Children with special needs can be integrated and served within their own neighborhood schools.

Parents were very receptive. They welcomed a program which no longer totally segregated their children or bussed them our of their local districts.

Voluntary and active participation of both regular and special staff indicated significant empathy and concern for children with special needs.

Services provided within neighborhood district schools are now more easily available to a greater number of children.

It was possible to project that the cost-effectiveness of the resource center program improved significantly, in terms of provision of quality as well as quantity of direct services to children with special needs, through the more effective uses of staff and facilities.

The practicum evidenced some differences in staff biases and acceptance of the children by individual staff members.

It remains for comparable communities, and others responsible for providing for the needs of children, to provide the leadership in developing effective programs.

INTRODUCTION

The resource center program is a pilot project resulting from a change in attitudes and concerns about providing for children with special needs. The new Massachusetts Special Education Law, commonly referred to as Chapter 766, provided a major impetus for developing new ways to address special needs.

The purpose of this practicum was to eliminate self-contained, isolated, out-of-district classes for 123 special children through the development of total services areas within our 12 elementary neighborhood district schools. A series of performance objectives was developed to integrate special children into the regular program.

Through a carefully designed and conducted approach, the resource center plan was introduced to students, parents, special staff, general faculty, administration and the School Board. Workshops and a teacher retraining program were initiated. The plan required data collection, evaluation and analysis.

Implementation of the program required student placements, parent contacts, teacher reassignments, rescheduling of busses and close monitoring. Anticipated pleased reactions of students and parents were observed. Additional students utilized the services available. Contacts between regular staff and resource center personnel were more frequent. Parental involvement increased measurably in a very cooperative and supportive manner.

The overall effect has been positive with notable improvements in the special children's behavior and acceptance by their peers.

Major concerns with additional funding, thought necessary to meet the mandates under Chapter 766, have been reduced, since this program has been able to utilize staff and facilities more effectively.

Application of this pilot program, with or without modifications, can be incorporated within most communities.

PREFACE

The intent of this practicum was to study the problems associated with the mainstreaming or integration of handicapped children and to propose and develop a viable solution to them.

The resource center program was introduced as an alternative method of addressing the problems of mainstreaming and to extend and improve services to children with special needs. It was conceived as a technique to provide physical facilities and full services in all our neighborhood district schools.

The problems encountered and the difficulties faced were not unexpected. A key problem involved the acceptance by all school staff of the change from self-contained, segregated, classrooms to integration of handicapped children in regular classrooms. The reluctance to work with the handicapped by regular teachers had to be overcome. Administrators and other faculty, unaccustomed to dealing with any special needs activity except when completing referral forms, had to be prepared to supervise and provide services within their buildings.

Staff members were required to accept and assist in implementing methods by which special services could be made available for all children who needed minimal help, without interrupting the regular program. At the same time, the School Board and administration had to be convinced of the need for establishing an expanded program without compromising fiscal responsibility.

Organization of transportation, placements and mechanical aspects of the program were simply management concerns. As Coordinator of Special Education and Pupil Services, and as a central office administrator, I was able to obtain, utilize and provide information, resources, personnel and school facilities in the conduction of my practicum.

My strategy required that I develop a definitive outline of the program and its goals and develop a series of presentations to various groups, asking them to support the proposal. These groups included the School Board, superintendent, administration, faculty and parents of both special and regular students.

The first presentation of the outline was to the superintendent in an objective-setting conference. I knew of his sensitivity and feelings about helping any child in need and I elicited his support. His expertise and guidance were useful in making a detailed presentation to the School Board.

It was imperative that, a carefully detailed exchange of information occur between my staff, administration, the regular faculty and the parents of children placed in self-contained and segregated classrooms previous to the Board presentation. The presentations were conducted to obtain support.

A plan that would prove both practical and humanizing for all populations concerned had to be developed. It had to lend itself to a study of programs and attitudes in mainstreaming.

My general design for the program involved an examination of the literature and a consideration of the models proposed by Lilly (1971). Beery (1972), Birch (1974) and others. I selected the components of each model I felt could best meet my objectives and organized the model adopted in my practicum.

Mainstreaming, which is synonymous with integration as used by educators, is a relatively recent concept. Inadequate research and data have been available to sufficiently evaluate mainstreaming of special children. Consequently, the system chosen to evaluate the resource program required both formative and summative evaluation and the use of an evaluation checklist.

Formative evaluations served to examine the problems and allowed me the opportunity to make appropriate changes, while a modified summative evaluation measured our final product.

I RESOURCE CENTER PROGRAM - THE PROBLEM

The intent of this practicum simply stated was to provide direct services and to mainstream children with special needs. It required the development of a plan which would provide for such needs under the mandates of Chapter 766 without adding to the economic burden placed upon the community (app. p. 163-178).

The practicum study was encouraged by Mr. Lucian J. Colucci, Superintendent of Schools, Wakefield, Massachusetts, who stated that the problem of meeting the special needs of children under Chapter 766 was a top priority agenda item at the monthly meetings of the Superintendent's Association. As expected, it is now a priority agenda item at meetings of Administrators of Special Education.

Historically, handicapped children have been kept apart from regular students. Dissatisfaction with segregated programs has been festering for years according to Johnson, who declared that parents are disenchanted by the segregation of their children which may have resulted in educational and psychological damages for their youngsters. (1)

(1) Johnson, O. G., "Special Education for the Mentally Handicapped -- A Paradox," *Exceptional Children*, Oct., 1962.

Florence Christoplos, Professor of Education at Bowie State College supported the concept of mainstreaming by writing that "The goal of integrating exceptional children is currently receiving favorable attention. Financial necessity and disappointing results from special or segregated classes have been instrumental in initiating this trend. An additional justification is that broadly heterogeneous classes are a means for children to develop respect for all persons and for the dignity of human life." (2)

An ongoing survey, started in 1973 by the C. E. C. Information Center, revealed that the most significant issue in special education was mainstreaming and its implications as reported by Rebecca Dailey who declared, "I think it is a shame that we still have to say this, but the largest controversy still facing the field is mainstreaming and preventing mainstreaming." (3)

Another indication of concern for improving programs for handicapped children is reflected in the published results of the studies conducted by Richard Collier, Director, and Peter Dirr, Coordinator, of the College Learning Laboratory of the State

(2) Christoplos, Florence, "Keeping Exceptional Children in Regular Classes," Exceptional Children, April, 1973, (p. 569).

(3) Dailey, Rebecca F., "Dimensions and Issues in 1974: Tapping into the Special Education Grapevine," Exceptional Children, April, 1974, (p. 503).

University of Buffalo. Their studies have found, "All handicapped children, regardless of handicap, can benefit from mainstreaming at some level and to some degree given the proper circumstances. Mainstreaming helps to make teachers aware of the need for individualized instruction for all children. The mainstreamed child usually exhibits increased self-esteem quickly." (4)

There is little doubt that the movement for expanded services for handicapped children has succeeded beyond expectations. It has become national in scope. The Federal "Education of all Handicapped Children Act" (5) has become law. It guarantees the educational rights of handicapped children and their parents. It mandates individualized instruction plans for each child.

The basic goal of the Wakefield Public Schools is to provide the opportunity for all students to achieve the major objectives and services of education within the community. These objectives are self-realization, human relationships, economic efficiency and a sense of civic responsibility.

(4) "Mainstreaming the Handicapped: A Call to Commitment," The School Administrator, Vol. 33, No. 4, April, 1976, (p. 1).

(5) National Information Center for the Handicapped, Closer Look, A Project of HEW, Office of Education, Bureau of Education for the Handicapped, Winter, 1976, (p. 8)

Wakefield has been applying its total resources for all children to help them achieve their purposes and goals in life. This philosophy and the stated major objectives pertain to children with special needs as well as to those more fortunate. It included the premise that each child, given the opportunity, experiences, and materials to develop his abilities and talents, can become a sustaining, self-sufficient, independent, responsible, contributing and self-respecting citizen of the community.

Children with special needs historically have received two distinct types of service. They are regular education or special education per se. Special children have been labelled as retarded, emotionally disturbed, learning disabled, deaf, mute or dumb and blind. If the problem was considered significantly severe, or if it interferred with normal functioning within the regular classroom, the child was dispatched to a self-contained classroom, comprised of children with diverse problems. Such classrooms were usually isolated and located in areas of "convenience" within a school building. If the child's problem was considered mild and especially if the child did not create "waves," he remained in the regular classroom, perhaps ignored, and without benefit of special services.

The labelling process and its resulting stigma has been a subject of much debate in Wakefield and elsewhere. "Controversy regarding the desirability of labelling a child as mentally retarded and his subsequent placement into a segregated class is receiving the increased attention and concern of special educators (Dunn, 1968; Kolstoe, 1972)." "Critics of this traditional procedure claim that such placement has a debilitating effect on the social-personal adjustment and self-image of the children in these classes (Borg, 1966; Meyerowitz, 1962, 1965, 1965)." (6)

The new Massachusetts Special Education Law, commonly referred to as Chapter 766, which became effective September 1, 1974, produced 107 pages of regulations. The regulations limited the number of special needs students per self-contained classroom. They also limited the number of special needs students integrable into a regular class.

The maximum class size for any one specific handicap is eight students. A maximum of twelve children is permitted with the addition of an aide. The preferred teaching arrangement is the smaller class incorporating both teacher and aide. This preference is due to the complexity of the problems encountered

(6) Warner, F., Thrapp, R., and Walsh, S., "Attitudes of Children Toward Their Special Class Placement," Exceptional Children, Sept., 1973, (p.37).

with children having severe or multiple handicaps.

Children with other special needs, i.e. speech, hearing, vision, physical defects, behavior, and so on, cannot total more than four at one time in any regular class.

Class sizes for special children were relatively low until recent times. Children with various handicaps, referred to as low-incidence populations, could often be combined into a single classroom. The size of such special classes mushroomed into large groups. This practice is now illegal since class size limitations were introduced under Chapter 766.

Children formerly in state-run institutional schools were returned to their communities under the new law. Categories for those returning, thus far, include children formerly labelled as educables and trainables. Educables are defined as those youngsters in the I.Q. range of 51-80 and who were considered nonfunctional in the regular classroom. The trainables are those youngsters in the I.Q. range of 25-50. They lack preschool entry skills with little expectation of any school integration. Educable and trainable children have been quartered in foster homes through community groups and enrolled in our public schools. Communities have been required to develop and provide services and programs for such children.

Mainstreaming apparently does not have the total support of all. There are some who feel we are moving too fast in mainstreaming. There have been caveats issued which need to be mentioned in this report. John Ryor, President of the National Education Association, warned recently that "Mainstreaming handicapped youngsters in regular classes may lead 'economy obsessed' school boards to fire their special education teachers, leaving handicapped children in the hands of regular teachers who are inadequately prepared to serve them." (7) He asked, "Can you imagine the plight of a teacher who is suddenly and for the first time presented with a blind child, a spastic, an emotionally disturbed child -- or even all three -- as additions to the 40 normal students?" (8)

Edward Zigler, the first director of HEW's Office of Child Development is skeptical about mainstreaming. He questions this process as a solution to the problem of training the retarded.

(7) Harris, E. C., Editor, Education of the Handicapped, Educational Services Division of Capitol Publications, Inc., Vol. I, No. 2, Dec., 1975, (p. 7).

(8) ibid.

His concerns seemed to be based on the financial costs of such programs. He said, "Every taxpayer has the right to know exactly what is being purchased with his tax dollar. Only research can provide this answer." (9) The issues of costs and accountability must be an integral component of any program.

The School Administrator edited by J. R. Kirkpatrick headlined "Handicapped Resources Build," it stated that, "School Administrators struggling to find funds to meet court-ordered or state-legislated broadened education for the handicapped programs will find little solace in the recent contempt findings levied by Federal District Judge Joseph Waddy on the District of Columbia Board of Education, the Superintendent and the Mayor for failing to supply handicapped and exceptional children 'An education geared to their needs and from which they could benefit." (10) Each school department will be held accountable. This has not been a new concept. "Accountability in education is the byword of the 1970's. Initially coined by Lessinger (1971) to communicate to the Congress that systematic assessments would be made of funded

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(9) Harris, E. C., Editor, Education of the Handicapped, Educational Services Division of Capitol Publications, Inc., Vol. II, No. 7, April, 1976, (p.4).

(10) Kirkpatrick, J. R., Editor, "D. C. Dateline," The School Administrator, May, 1975, (p. 10).

programs, the term has spread to all segments of education, including special education (Cook, 1972; Gallagher, 1972)." (11)

In Wakefield and many other Massachusetts communities, the influx of students after the passage of Chapter 766 forced the school systems to add special classes and to employ additional staff to provide necessary services.

With this new and continuing economic responsibility it behooved us all to explore various avenues and options to address the special needs of children within the community and the new arrivals in a manner which was both economically feasible and educationally sound. According to Dr. Max Mueller, Director of Innovation and Development, Bureau of Education of the Handicapped, "One of the major issues in the field today is how to make mainstreaming work, how to get students back closer to the regular classroom situation and still provide effective programming to meet

(11) Jones, Reginald L., "Accountability in Special Education: Some Problems," Exceptional Children, May, 1973, (p. 631).

special needs, and for what children is such programming appropriate." (12)

The resource program was one avenue. It was expected to provide and initiate new services. It was expected to improve existing services with current staff, or stated another way by a modern sage, "getting a bigger bang for a buck."

Research of the literature revealed that strong support of resource room programs existed. Barbara Aiello, currently of C. E. C., speaking on new roles for special educators said, "The resource room model has evolved as a means to integrate the 'special child' with his peers in the regular classroom -- it has the potential to become the nucleus from which services for children for their teachers and administrators could emanate." (13)

Stronger support was provided by the Commissioner of Mental Retardation for the Commonwealth of Pennsylvania, Valaida Smith Walker. Her report, "The Efficacy of the Resource Room for

(12) Soeffing, Marylane Y., "BEH Officials Identify and Discuss Significant Federal Programs for the Handicapped," Exceptional Children, March, 1974, (p. 438).

(13) Aiello, B. and Roit, M., "New Role for Special Educators," Communicator, IMC/RMC Network, Vol. 2, No. 4, Summer, 1973.

Educating Retarded Children," written after a two year study conducted in six Philadelphia public schools, states, "The findings indicate that the academic and social-emotional needs of the mentally retarded child can be met as well, if not better, in the resource room program as in the special class. The resource room, therefore, provides a promising alternative for educating mildly to moderately retarded children. It minimizes the stigma and expense associated with the special class placement and permits the special child to be educated with nonretarded children, with whom he will eventually have to compete." (14)

Although the school populations dropped for the fourth year in a row, according to the National Center for Educational statistics, children to be served in Massachusetts under Chapter 766 included some 100,000. "The impact of 766 will be felt by all aspects of the educational community," stated Robert Watson, director of the Massachusetts Department of Education's Bureau of Curriculum Services. (15)

(14) Walker, Valaida Smith, "The Efficacy of the Resource Room for Educating Retarded Children," Exceptional Children, January, 1974, (p. 288).

(15) Education the Commonwealth of Massachusetts, Bureau of Educational Information, Department of Education, Boston, Massachusetts, Vol. III, No. 8, September, 1974.

A SERVICE

The resource center, as I envisioned it, was a service to bridge the gap between special and regular education. It was a physical area within a neighborhood district school to which any child could go to receive help on an as needed basis. It differed from the self-contained classroom in that the child could receive remedial help, based on his individual needs.

In addition, the program enabled children to strive for self-realization by establishing personal and realistic goals through the program's support and services. The resource center program also provided opportunities for forming and enjoying relationships with peers in a neighborhood district school, through the reinforcement and development of individual abilities in getting along with others.

We hope the long range results of the program for the students will be social acceptability, economic independence and a share in community growth and development as responsible citizens.

SUCCESS CENTER

The resource center was not designed to be a labelled or categorized room for pupils with specific disabilities, or a punishment area for disciplinary problems.

Rather it has been planned as a "success" area, meeting the needs of all pupils, with the proper focus on educational and life needs as stated in our basic goals on page 3. It had to be an area where remedial instruction, based upon the child's needs as identified and evaluated through the Chapter 766 process, was always available. The resource center team had to provide a prescription for individualized instruction, geared to ameliorate or minimize the handicap.

IN-HOUSE TEAM

To meet these needs, a resource center staff was gathered, composed of the principal, resource teacher or aide, regular classroom teacher and ancillary personnel, such as the speech and language clinicians, vision teacher, specific learning disabilities teacher, reading teachers and a district school adjustment counselor.

The team has the capacity to develop an individualized program for each child referred for help. It has initiated and implemented such individualized instruction plans for all pupils core evaluated (app. p. 179-180) under Chapter 766. Acceptance and implementation of the individualized plan required final approval by parents. The team's functions include the necessary modification of existing curriculum with supplementary tutoring. An important additional function of the team was to provide consultant services to all staff.

GENERAL BENEFITS

The general benefits introduced in the following paragraphs define the parameters of the difficulties I set out to address in the practicum. A brief account of conditions which existed before the practicum interventions and the subsequent changes which were effected is listed.

ORIGINAL PROGRAM FOR SPECIAL EDUCATION	RESOURCE CENTER PROGRAM
1. Direct services to child.	
Children referred for help waited out the referral process (app. p. 182-186). Services were not provided until evaluation and placement was completed. Core evaluations	Direct referrals were made to the resource center. Immediate placement for diagnosis and services were provided (app. p. 242). Teachers were assigned to and available

resulted in a time delay. (app. p. 182-186). Family notification by mail is required before the process could be initiated under 766 regulations 315.0. (16)	in the center. No notification to parents was required. The house referral process kept the child in his district. No transportation was required.

2. Total remedial program for all students in need.

Services were provided only to the children who were core evaluated. Children with minimal needs (not core evaluated) received no supportive help by ancillary personnel. They were unable to receive any tutorial or individualized instruction aside from their regular class teacher. Consultant services to teachers were not available.	Services were provided to all children in need (p. 12). Children with temporary needs received services under Chapter 766 regulation 314.0, which states: -- "all efforts shall be made to meet such child's needs -- all efforts shall be made to modify the regular program to meet such needs." (17)

3. Integration and mainstreaming.

Integration for children was limited to the building which housed the special class. The Franklin School, one of the larger elementary schools contains 15 classrooms. Three classrooms were categorized special education rooms.	Placement in neighborhood district schools resulted in a reduced number of students per building (app. p. 208-209). Children were more easily integrated. Children became more independent and confident as noted by a staff

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(16) Commonwealth of Massachusetts, Department of Education, Regulations 766, Oct. 1, 1975, (p. 18).

(17) op. cit. (p. 18).

Integration of handicapped children was limited to four special children in any one regular class, e.g. speech, hearing, vision, physically impaired, etc. (18) This regulation restricted integration within a given building. The same regular staff was always involved in integration attempts.

member (app. p. 243-244). Greater flexibility and opportunity for integration was possible in all activities and classes. Total staff, systemwide, shared in integration opportunities.

4. No labelling nor stigmatizing.

Children were categorically identified and stigmatized which caused special programs to be too narrow and rigid. (19) Children rode the "special bus" and were transported to the "special school (p. 36) (app. p. 216-228). They were labelled. (20) Children thus had limited interaction with neighborhood peers since they were bussed away from their home district. These placements required early starts and late returns.

Resource center rooms eliminated all references to handicaps or labels. "The noncategorical resource room, however, is designed to meet the educational needs of all pupils in a school, not just those who can 'fit' a special education label." (21) Children were not given a label which may haunt them throughout their school careers and lives. All children needing services were provided with help.

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(18) op. cit. Reg. 502.10 (p. 58).

(19) op. cit. (p. II).

(20) Dunn, Lloyd, M., "Special Education for the Mildly Retarded -- Is Much Of It Justifiable?", Exceptional Children, September, 1968, (p. 5-22).

(21) Wiederholt, J. Lee, "Planning Resource Rooms for the Mildly Handicapped," Focus on Exceptional Children, Vol. 5, No. 8, January, 1974, (p. 3).

5. Child remains within neighborhood district.

Handicapped children were transported to special classrooms in specific schools (p. 8). They were bussed away from their neighborhood peers and placed away from their friends. They were unable to share in neighborhood school concerns. They could not communicate with peers about local school happenings.	Children remained in the neighborhood district school and walked to school with their peers and friends. Placement and services were normal functions within the buildings (app. p. 242).

6. Child remains in regular class to the extent feasible.

Special services were available only as a result of a core evaluation and placement in a self-contained classroom. The child spent the major portion of his day in the special class. Integration opportunities were limited, as indicated, under benefit three on page 15. Borderline cases and underachievers received no ancillary services.	Children in need of specific services spent the major portion of their time in the regular classes. Whenever they were unable to function or needed help they obtained services from the resource center. Needs varied with each child. This service supported the teacher who often needed just a little extra help with a child. The percentage of children receiving services was increased (p. 99).

7. Elimination of self-contained classes.

There were nine self-contained classes of special children located in five schools (p. 21). They were bussed to each of the classes daily. Children spent the entire day in the classroom with their teachers.	Academic integration of all students was accomplished with the exception of the "trainable" classes as described on page 6.

8. Improved performance and involvement of current staff.

Special education was centrally located in a few select schools with the same special faculty isolated and apart from the regular program. Little involvement of regular faculty with special staff occurred (p. 21-36). Aside from special staff, very few people really gave thought to the existence of programs for special children. Little outside support existed.

Systemwide sharing was specifically initiated by this practicum. Staff interaction and support resulted from workshops (p. 56). "A secondary advantage — was the help it provided for the regular class teacher who was increasing her load by accepting the children -- but ended up with fewer children to teach in certain academic subjects —. (22) Teachers became more involved and rapport developed (p. 59-61).

9. Reduced transportation.

All students received special bus transportation from their homes to their class placements. This required trips of up to an hour. This isolated children from their neighborhood friends and reduced their recreation time with friends. They could not travel independently.

An immediate 25% reduction was effected upon implementation of the program (p. 99). Children were able to travel independently of bus schedules and with their friends (app. p. 216-228).

(22) Hartman, R. K. and Rockhold, A. E., "Case Studies in the Resource Room Approach," The Journal for Special Educators of the Mentally Retarded, Vol. IX, No. 2, Winter, 1973, (p. 110).

10. Limited outside testing.

Each child, previous to placement, required evaluation (testing) which was conducted by unfamiliar staff at another school or service agency. Testing was not always readily available but was necessary to make a placement under Chapter 766. (23)

Resource staff are qualified to conduct testing assessments. They must hold certification under Chapter 766 Regulations. (24) All testing, in general, has been conducted within each district school.

11. Psychological assessments.

Assessments, as stipulated by Chapter 766, were conducted by our psychologists or by outside agencies. (25) Appointments were backlogged and delayed (referral procedure). Recommendations of the psychologist, shared with the evaluation team, had to be approved, in writing, by the parent, before implementation.

The operation of the resource room was not contingent upon formal assessments. "Psychological evaluations are not necessary to make a placement, thereby freeing the psychologists to work with the more severe cases." (26) Thus, referrals were addressed without loss of time. Children were able to receive services without delay.

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(23) Chapter 766, op. cit. Regulation 320.4 (p. 23).

(24) ibid.

(25) ibid.

(26) Wiederholt, J. Lee, "Planning Resource Rooms for the Mildly Handicapped, Focus on Exceptional Children, Vol. 5, No. 8, January, 1974, (p. 3).

12. Medical assessments as necessary.

An evaluation component of Chapter 766 was a health assessment. (27) Evaluations were often stalled because children had to await appointments with their family physician and/or completed assessment by the hospital staff.

Each child, upon referral, was given a vision and hearing evaluation by one of the school nurses. His medical history was reviewed with the parent. Unless there was a specific reason to suspect any health condition, the total health assessment was waived. If there was concern, arrangements were made for a health assessment at school expense.

A major gain, was that all staff, all schools and all administration have become involved with a program where, -- "the emphasis is on a revitalized humanistic concern for the disadvantaged, the oppressed, and the powerless," (28) which ended isolation of most special needs children and associated personnel.

SPECIAL SERVICES PROGRAM

Wakefield is a beautiful suburban community twelve miles north of Boston. Its population of some 25,000 has been relatively stable. A low birth rate has resulted in a reduced pupil population and declining enrollments.

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(27) op. cit. (p. 22).

(28) Hersch, Charles, "Social History, Mental Health, and Community control," American Psychologist, August, 1972, (p. 749).

Wakefield houses its elementary pupil population in thirteen schools of various sizes in five districts. They range from an original two-room red school house to the Atwell complex. The Atwell houses all the sixth grades in what is referred to as a pod arrangement, that is, four classes in a large room with moveable walls to facilitate regrouping for certain activities.

The secondary schools consist of a junior high school for grades seven and eight and a high school, recently remodeled. Modernization was necessitated by a disastrous fire which destroyed a major part of the high school.

The special education program, before the introduction of the resource center plan, provided nine self-contained classrooms. Three were located at the Franklin Elementary School, one at the Montrose Elementary School, another at the Atwell complex, two at the junior high school and two at the high school. Each classroom employed a teacher and an aide. Special education children were enrolled from every part of town. They were provided with door to door transportation.

The program employed two psychologists, one of whom functioned as the chairperson of the CET (Core Evaluation Team) (app. p. 179-180) mandated by Chapter 766. It included five school adjustment counselors, two speech and hearing clinicians, nine specific learning disabilities teachers, thirteen remedial reading teachers and a supervisor of reading and learning disabilities. A teacher of the visually handicapped was contracted for twenty-five percent time. In addition, she was employed as a tutor for other handicapped students.

Our full-time aide services included eight clerical aides and eight classroom aides. We operated two busses for the transportation of our handicapped children. One of the busses was equipped with a special elevator to carry invalid students permanently confined to wheelchairs.

The total pupil services staff, exclusive of our guidance and home instruction programs, included some forty-four professional and twenty paraprofessionals, a pupil-staff ratio of less than 80-1, emphasizing the committment to children by the Wakefield community and its public schools.

II OVERVIEW - PROJECTIONS

Providing for children with special needs effectively required broadening current educational programs and better utilization of resources and personnel.

Reactions and resistance to change in education are such that preventive action had to be built into the plan. The plan itself required an overview of the current program and services and a projection of the needs of all groups concerned, i.e., special needs students, peers, parents and school personnel. The plan required a formative as well as a follow-up evaluation based upon student progress in the new program.

Children with special needs had to be taken out of self-contained classrooms and mainstreamed in order to better address their needs as Johnson (1962), Christoplos (1973), and Dailey (1974) have pointed out. They had to become involved with their peers.

Outside of school these children were not removed from society. They were involved in the same general activities as "normal" children.

Only in schools and institutions were they labelled "special" and placed in segregated educational facilities or classrooms. Dunn (1968), soundly condemned the practice of placing handicapped children in segregated classrooms comprised of children of varied ages and handicaps. His critique of special classes induced many to consider mainstreaming and the elimination of labels.

Isolation in segregated classrooms removed children from familiar surroundings and placed them among strangers in other parts of town. It segregated them not only from their neighborhood peers but from most other children in their own schools.

Segregation ended when they were bussed home at the close of school. Separate bussing was a stigma and resulted in their becoming the butt of unkind jokes or remarks. They became self-conscious or embarrassed when queried about attending an out-of-district school.

Well-documented rationales for change, by Christoplos and Renz (1969), Beery (1974), Birch (1974), Wiederholdt (1974 and Walker (1974), among others, have been presented.

Neighborhood district placement was projected to help the child address needs other than academic. Social needs, which may eventually provide greater fulfillment, include development of social competence through numerous experiences shared with peers. Such experiences can be expected to encourage a handicapped child and his peers to consider him . "normal" reducing the handicap to its proper perspective. A child could be helped to improve his self-image by being encouraged to seek out and develop talents in areas such as art, gym or music.

According to Dr. Wiederholt, "In the noncategorical model, decisions regarding who needs resource support remains with the individual school personnel. Referrals for outside testing are not essential thereby diminishing the time between referral and service. Resource support is planned to some extent using the viewpoints and opinion of the personnel who are most familiar with the individual child." (29)

My main strategy for the program was to provide both direct services and mainstreaming for children with special needs by making more effective use of current staff. The needs of the children were considered constantly.

(29) Wiederholt, op. cit., 1974, (p. 3).

PLAN DEVELOPMENT

It was necessary to prepare an overall plan for presenting an organized proposal to the School Board, outlining the justification for the proposal, the children involved, personnel considerations, application and implementation requirements and a cost analysis.

The School Board would require, prior to the official presentation meeting, a rationale and specific recommendations.

The board received the current pupil enrollment of special needs children, by name, by special need, by district and by school (app. p. 208-209). I theorized that individual names of students would be more meaningful and create a greater impact than numbers alone.

A roster of tentative staffing of the resource center and their reassignments was prepared (app. p. 210-211). The team included a resource teacher or aide, a reading teacher and a specific learning disabilities teacher. They would be supported in the center by ancillary personnel such as speech and language clinicians, school adjustment counselors, a physical education teacher assigned to the handicapped and, at the secondary level, a typing teacher assigned to the learning disabilities students and a health problem (drugs) educator.

The long-range plan of the resource center proposed not only the restoration of the neighborhood concept for children with special needs, but a provision for direct services for each handicapped child within his own school district. Placing such children in the regular program has been generally referred to as "mainstreaming."

Beery's article, "Mainstreaming" (30) listed three ways in which mainstreaming can be accomplished: "(1) return all children from pull out programs, (2) have special educators identify pupil needs and programs, and (3) have general education take the lead in increasing individualization and personalization of instruction in regular classrooms." Beery conveyed the idea that the only justification for mainstreaming must be its promise as a way to improve upon our past services to the handicapped. This, in turn,

(30) Beery, Keith, E., "Mainstreaming: A Problem and an Opportunity for General Education," Focus on Exceptional Children, November, 1974, (p. 1).

was expected to have a demonstrable impact on the entire system. A selective variety of administrative options and models for improved delivery of services has been described by Beery (1972), Birch (1974) and others.

EARLY DESIGNS

The evolution of this practicum required active participation of a number of groups in the initial stages of organization. Direct action was required of the School Board, administrators, principals, teachers, parents, pupils and our system's paraprofessional. Centralized leadership and direction was provided by this author, aided by the seven school principals as key catalysts upon whom the entire program was dependent.

Meetings were scheduled and conducted with the approbation of the superintendent and the principals. It was necessary to meet initially with each of the sub-groups of Pupil Services (app. p. 187) identified below.

Group A ..... Guidance staff, secondary schools
Group B ..... Psychologists and school adjustment counselors
Group C ..... Special class teachers and speech clinicians
Group D ..... Specific learning disabilities and reading teachers
Group E ..... School nurses and attendance officer

I met with the regular faculy in each school district. Meetings for general faculty were scheduled for Mondays as required by teacher contracts. The proposal for establishing resource centers was the only agenda item. A broad but informal introduction of the rationale of the proposal was introduced to each group briefly. Each meeting was opened to general questioning.

With the goal of gaining their support, all staff were presented with the concept and general objectives. I met and reviewed the proposals with individuals and with small groups. They were presented with the numbers of the children to be integrated initially and advised on tentative placements and grades.

The roles of staff members as I perceived them, were discussed in relation to the educational program of the handicapped.

Strong support by this group was most vital since an enthusiastic teaching staff is necessary for the success of any program. As Dr. Wiederholt indicated, "As with most innovations, there will be some resistance to this 'new' program. Regular classroom teachers may be somewhat hesitant to accept problem children in their classrooms; special education teachers may be resistant to changing their roles; and administrators may cast a somewhat jaundiced eye at this new 'panacea' --- someone must be selected to 'present the cases for the resource room' to staff and parents." (31)

The presentation served to aid staff in becoming familiar with my proposed concepts and ideas, thus reducing their reservations. I was able to utilize their expertise to help prepare the program for implementation. Staff, in general, was very receptive. Several offers to collect information were made and accepted.

I reviewed the proposals and reactions with the superintendent, Mr. Colucci, who was an ideal resource person. He offered recommendations and direction on a regular and supportive basis. He is a champion and strong supporter of all children in need.

Any systemwide program proposal has to have solid support from many sources. Extensive groundwork to guarantee such support had to be laid in several directions.

A vital supporting link in our suburban town was the parent.

(31) Wiederholt, 1974, op. cit., (p. 2).

Parents have always resisted isolation of their special needs students and expressed reservations about such placements. They wanted to see their children in a regular program within the neighborhood district school along with their peers.

They were ready with support when told of the resource center program through individual and group contact by Pupil Services staff. Since their individual goals for their children were similar to my proposals, their aid was expected and welcomed. Each parent was anxious to support the program and the pressure such support can bring to bear was quickly realized.

Parents were very aware that School Board meetings are open meetings. The agenda items were published in the local media. Parents of children with special needs and their friends made their concerns felt in direct ways. Prior to the School Board meeting and after publication of the agenda items, parents phoned and discussed their feelings about the program with their representatives on the School Board. The nine Board members were exposed to vox populi. Public attendance at the Board meeting produced a strong show of support for the program. Although the public was not able to speak during the Board meetings in Wakefield, they were able to convey their concerns with nods of approval or disapproval during the meeting. They were able to convey their concerns quite vocally before the meetings and during recess periods. Board personnel were responsive and concerned.

The nine members of our School Board included a Director of Special Education in a Regional School System. Two members, including the chairman, were my former students in high school. As a teacher, I had taught the children or siblings of three other Board members and have maintained fine rapport with the remaining members for more than a decade.

Each Board member was provided with material and information concerning the proposal. Each was approached individually in search of support and for suggestions and advice on both the concept and the merits of the proposal. They indicated their willingness to support the program by their actions and by their vote to implement the program.

III INPUTS AND DIRECTION

Conferences and meetings held as indicated with staff and the superintendent evolved into the reorganization plan. Inherent in the plan was the concept of providing greater educational impact without increasing costs.

Since Chapter 766 had been mandated in all public school systems in Massachusetts, the threat of tremendous financial impact hovered over all. An editorial by Ryor indicated, " --- it is pie-in-the-sky fantasy to envision effective mainstreaming without increased funds --- locally, mainstreaming reportedly threatens to bankrupt some districts that are already teetering on the brink of insolvency." (32) This threat helped to create the climate for both consideration and positive supportive action by the School Board.

The practicum proposal to mainstream the children with special needs was introduced to the principals collectively at our bimonthly meeting in October, 1975. The proposal met with little resistance since the superintendent revealed his interest in the project as one of serious concern.

(32) Ryor, John, "Mainstreaming," Today's Education, The Journal of the National Educational Association, March-April, 1976, (p. 5).

The principals shared the tentative outline which I disseminated. I underlined the necessity for suggested placements in order to achieve the practicum goals for the children. Recommendations for effecting and implementing change were discussed. Staffing suggestions made by the principals were carried out to the extent possible.

A summary of my meeting with the principals and their reactions to the proposal was shared with the superintendent. At his request, the proposal was extended to include the secondary schools. We agreed that it would be necessary for me to prepare the proposal in detailed outline form for final review before presentation to the Board.

TIME STUDY

A time study plan for implementation of the program had to be developed to demonstrate the feasibility of immediate inauguration. The study required consideration of the appropriate operational activities of the program, such as necessary preparation of staff for reassignment, notification of change to parents, change of bus schedules and physical center preparation.

Approbation of the School Board as discussed in Objective #1 (page 45) provided enough time for me to work out the mechanics of implementation. The resource center program was set on the opening day of the new year. This time was ideal since it occurred at the normal close of a term. Children were out of school for a two week vacation. Their return was symbolic of the new year and all its implications.

The teachers of the children with special needs in self-contained classrooms were directed to prepare a status report on each student. They were asked to make recommendations to be included in the individual educational plans (app. p. 202-204), which accompanied each student to his new placement.

The educational plans, a written prescription specifying services for each child based on his individual evaluation of needs, and a status report were provided to each teacher and principal receiving the mainstreamed children. My office and the special services staff maintained an open door policy to review and discuss the plans and answer questions concerning individual children.

For the purposes of the practicum study, the measurement of the operational success was based upon six consecutive weeks of the new program. This period was determined sufficient to analyze our expectations and start to realize our objectives.

Inherent in the scope of the practicum was the inital formulation and development of a program which would be received and accepted by the School Board and the groups cited.

SYSTEMWIDE SHARING

Previously, the Franklin School, its principal and faculty served the needs of all the self-contained classes of special education students. This resulted in collective stigmas with labels of "special school" and "special faculty," although the overall task was the regular education program as conducted at our other public schools.

Most faculty members, systemwide, have never been involved in any way with the needs and problems of special students. In their schools, these children simply did not exist. There was no need for them to be concerned. This feeling has not entirely disappeared from the scene.

Chapter 766 stated specifically that special education was the responsibility of the entire educational system. That included all staff. This was an idea whose time had come. Involvement of all schools and staff, and their collective responsibility was mandated. Services were to be provided for children with special needs wherever they were located. This included the normal confines of the neighborhood district.

Special educators have largely been kept apart from regular faculty. They have been identified with the type of handicapped they serve. Another goal of this practicum was to make all staff aware that children with special needs and their teachers were not responsible to and for themselves alone, but were, in fact, the responsibility of the entire educational community.

WORKSHOPS

It was essential to the resource center program that a series of workshops and a teacher-retraining program be planned and implemented to create awareness and develop the understanding necessary to meet and serve handicapped children.

The inservice retraining program is detailed on pages 111-117. This vital component was especially necessary when teachers became faced with the reality of imminent integration of the handicapped.

Effectiveness of the program was determined in large measure by the response of staff to the materials and information provided at the workshops. These materials included the use of ten videotapes, produced by the Lexington Public Schools in Massachusetts (1974) under a federal grant, and made publicly available. Through the cooperation of our Director of Audio-Visuals, the videotapes were copied. They have been permanently added to our tape library for use in the inservice training program.

IV PRINCIPAL GOALS AND OBJECTIVES

The resource center program was initiated to provide educational opportunities for children with special needs and for children whose learning styles were different than the remaining school population. The new centers have been organized to provide services within the neighborhood district school and to make services accessible to larger school populations.

Implemented through carefully prepared and executed plans, the program has taken into account the needs of special children and the related educational environment. This environment included the attitudes of regular class students, teachers, administrators, parents and the special education personnel.

The operation and conduction of the resource center program was expected to succeed through the achievement of specific objectives stated as follows.

1. Resource centers will be established in each of the five elementary school districts, the Atwell building, the junior high and the high school. They will be staffed by reassignment of appropriate faculty to each placement. Appropriate materials and equipment will be supplied.

2. Regular classroom teachers as well as special educators will be able to identify children with special needs and to refer the children for evaluation to the in-house screening team.

3. The in-house screening team will be able to evaluate referred children within ten school days. They will be able to administer the appropriate test battery. They will be able

to prepare the developmental history by means of the home assessment and the parental conference. They will be able to determine if the child has special needs which can be serviced in the resource center program.

4. Individual programs of instruction will be prescribed, written and conducted for students evaluated and found to have special needs by the in-house screening team. The programs will be submitted to parents for acceptance and implementation.

5. Children determined th have special needs will be able to receive immediate implementation of the prescribed services by the appropriate specialist or specialists within the neighborhood district resource center.

6. Special needs students will be able to be mainstreamed into regular classes starting with a time frame of fifteen minutes. The time span will be able to be increased, in blocks or five minutes or more, at the discretion of the regular classroom teacher, upon successful student demonstration of acceptable classroom behavior.

7. Special needs students will be able to participate in all nonacademic activities such as opening exercises, physical education or recess, natural functions and lunch with the regular classroom students. They will be able to salute the flag, feed themselves, throw a ball, kick a squash ball and run unaided, at the discretion of the teacher.

8. Services to all students will be able to be expanded or improved by stationing permanent personnel in a specified service area, the resource center, and having special services available at all times.

9. Unacceptable behavior by students, resulting from long bus rides, will be significantly reduced by eliminating bussing for all special needs students who live within approved walking distance to school.

10. Operation of the resource center will be able to show a more favorable cost-effectiveness in comparison to the self-contained special needs classrooms.

A technique for the evaluation of the resource center program practicum emerged from the development of performance objectives.

Specification of the expected behaviors, the proposed conditions under which I expected the behaviors to occur, and the measurement of specific performances of the target population, pointed to an effective execution of the resource program and the process of evaluation.

The format I have followed in this process cited:

a. The Objectives

b. The Performance Level

c. The Method of Measurement

d. Implementation Procedures and Strategies

The objectives have been cited by number. Each objective describes the task I set out to address. Preparation of objectives have been a recognized technique for expressing goals and has been consistent with the concept of accountability. According to Kapfer, "Behavioral objectives are a potent weapon either for controlling human behavior or for fostering the full human potential to strive for individual effectiveness." (33)

The performance level is the criterion or the level of the expected performance that I expected upon completion of the task

(33) Kapfer, Philip A., Educational Technology, May, 1970, (p. 17).

under the conditions I proposed. The performance activity is detailed under my implementation procedures and strategies.

Measurement specifies the method of evaluation and the techniques utilized to evaluate performance and objectives.

Implementation procedures and strategies were the conditions or the specific circumstances, including time and techniques necessary to carry out the task.

Each step of this format was taken sequentially.

This plan addressed and illustrated the level of acceptability which I determined was worthy. Specifically, every child integrated through the program was to be able to function above the original prototype of the self-contained classroom.

The program prototypes, defined on page 77 as regulated under Chapter 766 (1974), (34) indicated the levels of performance and services. Prototype 502.1 stated that most children with mild special needs be served in the regular classroom. Corrective changes and services to the child were expected to be made by the regular classroom teacher.

(34) Commonwealth of Massachusetts, Regulations 766, op. cit., (p. 46-59).

After evaluation by the (CET) Core Evaluation Team (app. p. 179), the child can be placed into another prototype, i.e. 502.2, 502.3, 502.4, etc. The numbers specify the amount of time that the child would receive special assistance out of the regular classroom or if he should be placed in a self-contained classroom.

The children involved in the resource center plan have been returned to their neighborhood districts. They have been integrated under each of the applicable prototypes.

Data on the successful integration of the students was collected by the means of utilizing Chapter 766 prototype guidelines, attendance records maintained by resource staff and regular class teachers and through questionnaire/survey vehicles detailed in the evaluation phase.

Objective #1 - Establishment of Resource Centers

Resource centers will be established in each of the five elementary school districts, the Atwell building, the junior high and the high school. They will be staffed by reassignment of appropriate faculty to each placement. Appropriate materials and equipment will be supplied.

Performance Level

1. School Board approbation
2. Staff reassignment
3. Locations for each resource facility
4. Dissemination of information to staff

Method of Measurement

1. School Board approval
2. Parental acceptance
3. Establishment of facilities
4. Elimination of self-contained classrooms
4. Reduced bussing - transportation schedules

Implementation Procedures and Strategies

1. School Board Approval

Ultimate approbation of the School Board to decentralize self-contained classrooms for the handicapped and to initiate the resource center concept required extensive goundwork and support from many areas.

Tenets of the mandates of the Massachusetts Special Education Law, commonly called Chapter 766, and its potential impact on our community were reviewed and discussed with the superintendent of schools. I shared my idea for providing resource center services for children with special needs. The idea evolved from a continuous concern with how to extend and improve direct services and provide them to a greater number of children without removing them from the mainstream of school activity.

It was noted that many children who needed limited services either had to be placed in a self-contained classroom or had to forgo services. The alternative to the resource center was the self-contained classroom. This would entail numbers that would necessitate additional classrooms and staff to provide services.

I suggested that centers providing services to children in any area of learning difficulty, be developed to serve as a worthwhile extension of classroom services for students and teachers. They would provide individualized instruction to the child, in support of the teacher's efforts, without isolating and removing the child from his neighborhood district.

The superintendent encouraged me to research the problem and further develop the concept of providing direct services to all students within their district schools. This research evolved into the resource center proposal.

Successful introduction of new concepts or innovations in public schools require the support and participation of many individuals and groups.

I developed a general concept of the resource center, outlined the highlights, prepared tentative placements of staff and students and disseminated this information to all seven principals for a critical review. They were requested to react and to prepare remarks which were addressed at our October 15, 1975 meeting.

Each of the principals was advised informally, before the meeting of the group, that this project proposal was of special interest to the superintendent of schools.

A summary of the meeting and its results and recommendations was submitted to the superintendent. Our subsequent meeting and review culminated in an official resource program proposal (app. p. 205-215). It was then officially submitted to the superintendent. It enumerated the entire rationale for the proposal with substantiating data.

Since this proposal would be forwarded to the School Board as an "information only" subject in the exact form that I submitted it to the superintendent, I listed the names of all students who would be affected immediately. In a community the size of Wakefield, names are so much more meaningful than numbers.

The Pupil Services staff is divided into sub-groups of related activities and interests (app. p. 187). I scheduled and met with each group during the week of October 20, 1975.

Special services staff have been described as a special breed. They greeted my resource center proposal quite warmly with many offers of support and help. Each staff member then involved with the individual children, gladly offered and agreed to contact parents directly to share information and to elicit parental aid.

The general faculties at each level were scheduled by the principals to receive my presentations on October 27, 1975, November 3, 1975, and November 10, 1975.

There was little expression of anxious concern at the elementary level. Their queries were limited to the number of youngsters to be placed in individual classrooms and their individual responsibilities in carrying out the educational prescription.

The secondary faculty needed strong assurances that severely handicapped students were not going to be indiscriminately mainstreamed into college or accelerated programs. Teachers felt such placements adversely affected the progress of all students in such classes.

I met with some School Board members individually before the official presentation of the proposal. I shared the information and parental feelings with one member who is, himself, a Director of Special Education. I asked that he act as on observer of my practicum and to evaluate my efforts. He agreed.

Each of the other Board members contacted me, as is the practice before most School Board presentations, to obtain additional information on specific children. They wanted to know the level of parental concerns and feelings. They were becoming aware of the pulse of the proposal through parent phone calls and personal contacts.

The superintendent disseminated agenda item information to the School Board prior to the public meeting, recommending adoption of the proposal.

Many parents were present at the School Board meeting at which I presented the proposal. The School Board received, discussed, approved and authorized implementation of the resource center program.

It should be obvious that personal contact and rapport was necessary to follow through and insure my objective. It would have been very difficult for school board, administration, parents and others to ignore or refuse consideration for the handicapped when approached directly. Further, to improve chances for success of this venture, it was imperative that many individuals or groups be enlisted as participants. Once accepted, they were able to be depended upon to support and share efforts. This strategy provided individuals with a sense of involvement that often has been the impetus necessary to drive forward.

2. Staff Reassignment

The principals and staff met with me separately. They were encouraged to recommend or request selected personnel to operate each resource center. Individual staff members had been asked to request their choice of placement earlier.

We finalized placements. We accommodated both groups to the extent possible. Minor changes were made in the original recommendations. Each resource center staff included:

a. Resource teacher or aide
b. Learning disabilities teacher
c. Reading teacher
d. School adjustment counselor
e. Physical education teacher

At the secondary level, the center staff included a health educator as well whose area of expertise covered drug and alchohol related problems, and a certified teacher of learning disabilities to teach typewriting for certain special students.

Itinerant ancillary personnel, two speech and language clinicians, one teacher of the visually handicapped and the teacher of the hard of hearing, were assigned to conduct their activities within the resource centers.

3. Locations For Each Resource Facility

Review of the sites for each resource facility was easily devloped in discussions with the principals.

Declining enrollments were not unique to the Wakefield community (Kirkpatrick, 1976). (35) Consequently, efforts to redistrict pupils, consolidate small classes and reduce staff threatened principal and teacher alike. Reminded of such possibilities, the elementary principals were delighted to find and establish a resource center involving one or more classrooms in each of their districts. The centers were located at the Franklin, Greenwood, Montrose, Warren and Hurd Elementary Schools.

The secondary principals have greater flexibility to relocate staff and subject areas and to establish resource centers.

(35) Kirkpatrick, 1976, op. cit., (p. 10).

The oversized former music room in the Atwell building was selected for the grade six complex. The Atwell population included all sixth graders in a series of four pods.

The junior high's resource center was selectively located at ground floor level in a large room adjacent to the Guidance Suite, to provide easy access to all areas of the building and exits.

The high school offered the greatest flexibility in arrangement of a resource compound. A very large room with four smaller adjacent offices for staff to operate either independently or collectively, was chosen.

4. Dissemination of Information to Staff

A description of procedures under School Board Approbation on page 46 detailed the scheduling of presentations to staff.

Enthusiasm of staff for the proposal presentations resulted in solid support and committments by staff to participate in the practicum and in the program. Additional dissemination plans and useful information concerned with the teacher retraining program is on pages 111-117.

5. Parental Acceptance

One mandate of Chapter 766 required that parents sign the educational plan (app. p. 202-204) prepared by the Core Evaluation Team (app. p. 179). Parents are required to declare whether they accept or reject the plan.

Children could not be entered into the program without parental consent. Parents have been provided with the option to reject any plan or to initiate a third party hearing through the Regional Office of the Division of Special Education. Schools alone are bound by the decisions rendered by the Regional Office.

Without exception, all parents of special needs children in Wakefield approved and accepted the neighborhood district program plan.

6. Elimination of Self-Contained Classrooms

All self-contained classrooms, with the exception of the "trainable" classes (p. 6), have been eliminated through reorganization. Children in the "trainable" classes have been minimally integrated at lunch, recess and in assembly activities.

The "trainable" children have been considered totally dependent and incapable of unsupervised activity.

The "trainable" classes have been located at the Franklin Elementary School, the Atwell building and senior high school.

7. Reduced Bussing - Transportation Schedules

The application of the redistricting plan has resulted in a significant change for students and teachers alike.

The students have been able to arrive at their respective schools before opening exercises as a result of the change.

The two busses, identified as the Mini Bus and the Elevator Bus, originally had runs of 29 and 27 stops one way, respectively (app. p. 216-228). They now have 24 and 19 stops per trip, regardless of the fact that additional students have been added to the program. The stops scheduled were considered separately from special runs the busses must make for individual students.

Opening exercises are scheduled at the high school for 7:50 A.M., at the junior high and Atwell at 8:17 A.M. and at the elementary level at 8:35 A.M.

Objective #2 - Identification and Referral

Regular classroom teachers as well as special educators will be able to identify children with special needs and to refer the children for evaluation to the in-house screening team.

Performance Level

1. Awareness of special needs criteria
2. Increased communication with special needs personnel
3. Improved rapport
4. Ability to assess student activities
5. Involvement in in-service retraining program

Method of Measurement

1. Referral forms distribution
2. Screening referral procedures
3. Workshop survey vehicle
4. Tabulation of contacts with special education office

Implementation Procedures and Strategies

1. Awareness of Special Needs Criteria

Workshops have been provided on a regular basis in the

Wakefield Public Schools under the aegis of the School Board. The Board allocates 25% ($5,000) of its course reimbursement fund annually for in-service workshops.

The in-service workshops, conducted by the Pupil Services faculty and designed to create an awareness of children with special needs who should be referred, have been presented to all faculty on the first Monday meeting of each month. These dates were reserved, by contract, for the conduction of all faculty meetings. A workshop evaluation survey (pages 118-119) was distributed at each meeting.

Little recognition or response had been evident before the workshops because such minimal contacts existed between special and regular faculties and students.

Initiation of multiple resource centers brought a new awareness to the schools. A sample of the criteria presented to staff for discussion and review in making referrals follows.

The referral forms (app. p. 182-186) reflect Chapter 766 mandates and problems such as:

a. Spatial organization and visual difficulty

b. Requires too much individual attention

c. Needs constant attention and reassuring

d. Excessive absence without good reason

e. Difficulty with language and reading

f. Does not finish assigned work

g. Cannot follow instructions

h. Serious behavior problems

i. Short attention span

j. Difficulty with math

k. Drugs

l. Alcohol

m. Running away

n. Parent request

o. School failure

p. Poor self-image

q. Erratic behavior

r. School avoidance

s. No self-discipline

t. Coordination problems

Additional awareness levels have been detailed under teacher retraining program prepared on pages 111-117.

2. Increased Communications with Special Needs Personnel

3. Improved Rapport

An important factor, necessary to facilitate communication and to improve rapport, was to cause interaction of personnel. This practicum involved them within the same facility under the direct supervision of each principal.

I felt it was necessary to place resource staff in a permanent home base in each of the buildings so that they gradually could be included in all building activities. This lead to acceptance as regular faculty. It was a new feeling, forever sought, for itinerant and special educators.

Bulletins encouraged participation in all functions. Daily contact allowed the resource staff, the principals, and the regular staff, to know, fully recognize and to accept each other. Inevitably, fine rapport developed.

Benefits accrued as visibility increased included a greater awareness and improved communications.

4. Ability to Assess Student Activities

Teachers, fully competent to assess academic progress within their classrooms, occasionaaly have not been prepared to deal with or determine the kinds of problems requiring outside expertise.

Through the teacher retraining program, detailed later, staff are exposed to the various criteria under which students should be referred for evaluation. Videotapes, booklets and information articles were provided to staff. Such topics as identification of relevant assessments and teacher-parent communication skills were included in workshop programs.

Additionally, teachers required guidelines and assistance to assess the special needs students in a way that did not conflict with the grading system utilized for other children. A Quarterly Progress Report vehicle was developed with my volunteers and selected regular staff. Teachers were receptive to the implementation of this vehicle (app. p. 188).

5. Involvement in Inservice Retraining Programs

6. Referral Forms Distribution

In-service workshops have been a professional committment in the Wakefield Public Schools. Subject areas are the general responsibility of the principals and the central office. They have always been ready to welcome recommendations and ideas for organizing workshop activity. Special needs services was an area they wished to address.

All regular staff members involved with children with special needs were invited to participate in an inservice training workshop on January 5, 1976 in the library of the junior high school. All department chairmen joined the large group of teachers who participated.

The session was conducted by this author and the resource team. Ways to help regular staff to become aware of the specific responsibilities and expectations of all personnel in the program were discussed.

Referral forms were distributed by my resource staff to all participants. Multiple copies were provided to each principal to be completed as needed.

The in-house screening team as detailed in Objective #3 (page 62) maintained a tabulation of all referrals. They included those children referred in need of services and those whose programs could be modified within the regular classroom by the regular classroom teacher. The Special Education Office received notification of all referrals for the maintenance of records as required by law to determine reimbursements.

Objective #3 - In-house Screening Team

The in-house screening team will be able to evaluate referred children within ten school days. They will be able to administer the appropriate test battery. They will be able to prepare the developmental history by means of the home assessment and the parental conference. They will be able to determine if the child has special needs which can be serviced in the resource center program.

Performance Level

1. Referred students - immediate evaluation
2. Parental contact - home assessments
3. Increased faculty participation
4. Feedback support to staff
5. Acceptance of role responsibility

Method of Measurement

1. Record of referrals
2. Parental interviews
3. Faculty feedback

Implementation Procedures and Strategies

1. Referred Students - Immediate Evaluation

A major problem in evaluating past referrals was lengthy delays. The former single evaluation team which serviced all referrals, took each referral on a sequential basis, unless the referrer indicated an immediate crisis situation.

A chronic problem had been that staff had too little input in the determination and the preparation of the proper educational plan of individualized instruction for any referred child. Staff had to carry out the educational plan prepared by others.

Principals and staff, presented with the concept of forming and initiating their own in-house team, reacted positively to my suggestions. They concurred with my view that each school and child was unique. Aside from parent and teacher, no one was more knowledgeable about the child than the team. Consequently, the in-house teams, as described on page 14, were organized under the direction of each principal.

The in-house referrals were initiated through an evaluation request form (app. p. 242). The form, developed by the teachers and approved by the principals, provided immediate data. The forms provided the specific reason for the referral. Forms were given directly to the in-house team and each member immediately performed his task with these guidelines.

Whenever learning disabilities testing, such as speech, vision, etc., was necessary, the appropriate team member conducted the assessments with the child. Upon occasion, total testing was requested. The school adjustment counselor contacted the parents by phone and arranged for an immediate home assessment.

All assessments were completed within ten days. Each member of the team, in turn, was designated by the principal to collate the information and organize the data to prepare the individualized educational plan for the referred child.

Immediate availability of the new in-house screening teams guaranteed attention and services to both student and the referring teacher within any building.

In addition, sufficient resource staff members were present so that children could be placed immediately, for diagnostic observation and evaluation.

Staff have been able to observe, test and evaluate in depth, as well as to schedule projective testing by the psychologist as necessary.

2. Parental Contacts - Home Assessment

The school adjustment counselor was directed to contact the parents of any child referred to the resource center and conduct a home assessment. State forms used for the assessment provided guideline questions pertinent to developmental history information (app. p. 241).

The counselor summarized home information and observed the child within the school. This information, with the assessments of the other team members, determined if the child qualified for special needs.

Each counselor submitted a weekly resume, listing both parental interviews and a record of referrals. This "accountability" process has served to maintain and check our records for data reporting purposes.

3. Increase Faculty Participation

4. Feedback Support To Staff

Mainstreaming children from the resource center into regular classrooms involved regular faculty with the center and the children.

A successful strategy for increasing faculty participation involved several general meetings of special faculty with regular faculty. The agenda was devoted entirely to the needs of special children. The meetings were held at a convenient time in a comfortable atmosphere.

The meetings of the sub-groups (app. p. 187) were held in faculty lounges, the cafeterias and the guidance suite. They were opened to the general faculty. Coffee, snacks, and ashtrays, established a relaxed, informal, tenseless mood. The groups quickly settled into each agenda item.

Subsequent small group discussions centered around specific areas of concern including behavior problems, learning activities and student progress.

Faculty, encouraged by immediate feedback and exchange of information, seemingly lost the feeling that special education was different. Teachers who had shared in the development of a program for any child had become supportive of the program and were anxious to help it succeed.

This activity helped to develop a camaraderie between differentiated staff which was often lacking.

5. Acceptance of Role Responsibility

Each resource team member, who formerly operated as an individual, followed administrative directions and conducted his program in a self-contained classroom.

Despite the mandates of Chapter 766 for professional responsibility and directives issued from the central office or building principals, teachers need to feel a sense of worth or accomplishment and have a need to be recognized.

My approach has always been one of seeking and sharing information with staff and I have incorporated many of their ideas. I did not hesitate to utilize the personal touch to compliment them for their efforts. Consequently, they have been receptive and have accepted their new roles with anticipation.

Presented in this manner, and because special educators are a special breed and a unique group, they accepted the challenge of their new roles.

Members are now involved collectively. The provide not only their services but also play a major role in determining the child's needs and how best to serve them.

Objective #4 - Individual Prescriptions

Individual programs of instruction will be prescribed, written and conducted, for students evaluated and found to have special needs by the in-house screening team. The programs will be submitted to parents for acceptance and implementation.

Performance Level

1. Greater interaction with faculty
2. Greater interaction with parents
3. Accessibility of resource center staff
4. Programs prepared by teams with parents

Method of Measurement

1. Survey vehicle - parents, staff
2. Direct questionnaire - parents, staff
3. Record of conferences and meetings
4. Administrative reports

Implementation Procedures and Strategies

1. Greater Interaction With Faculty

Parents and faculty have been informed of their role in preparing the individualized program for special needs students.

The students were expected to be exposed to a major portion of their educational prescription in the regular classroom. Each student's ability to function acceptably in the regular classroom varied. Consequently, it was necessary for the regular classroom teachers to follow each student's progress quite closely. Teachers also found it necessary to exchange information, seek consultation and obtain aid from the resource center.

The strategy alluded to on page 66 applied directly to all faculty. It proved to be a very effective technique for total involvement.

2. Greater Interaction With Parents

Parents experiencing neighborhood district placements for the first time were invited to participate in many phases of the child's educational program. Parents dealt with several staff members collectively rather than with an isolated teacher or program as they had in the past.

It was determined that such parents should be included in all school activities, receive notices and bulletins sent to other parents and share in the responsibilities of maintaining a neighborhood district school.

This technique, constant information, reminders and reinforcements, supported increased interaction and awareness of the resource program activities. It gave credence to the idea that an informed parent is a supportive parent.

3. Accessibility Of Resource Center Staff

The composition and placement of staff is such that parents were assured of reaching or visiting the classes at any time without interruption of the program.

A sign-in notebook was placed in each center so that visits could be monitored. This procedure enabled parents to register, observe and/or discuss any issue with any staff member who served the unit. A master schedule of each of the itinerants was posted and made available to parents.

Regular class teachers were encouraged to spend a portion of their planning or free time in visits to the center. This allowed them to review or receive feedback on individual progress. It should be noted, at this point, that several secondary staff members have provided additional tutorial services at the resource center. This exhibited a great show of excellent support for the program and children.

4. Programs Prepared By Teams And Parents

Parents, by law, have been permitted to share in the preparation of educational plans for children determined to have special needs. The educational plan must be stated in writing (app. p. 202-204).

Parents and teachers vis-a-vis having prepared an educational prescription, then exercised every effort to support and carry out the plans. However, if the plans seem to have faltered, the teams and parents were obligated by law to review and to modify the educational plans.

It was necessary, therefore, to prepare and submit brief questionnaire/survey vehicles and sign-in notebooks and to maintain a record of activity. This was done in cooperation with administration to determine the efficacy of developing the individual programs of instruction.

Administrative reports, submitted to this office and at the biweekly Leadership Conferences at the Central Office, indicated that reactions to this innovative program were very favorable from parents and staff alike.

Objective #5 - Immediate Services

Children determined to have special needs will be able to receive immediate implementation of the prescribed services by the appropriate specialist or specialists within the neighborhood district resource center.

Performance Level

1. Immediate scheduling into program
2. Services to be provided within resource center
3. Prescriptions immediately addressed
4. Increased specialized staff activity

Method of Measurement

1. Administrative reports - placement
2. Survey vehicle - parents and staff
3. Schedules of special staff
4. Progress reports

Implementation Procedures and Strategies

1. Immediate Scheduling into Program

Teachers were directed to submit a referral form to the in-house screening team for any child exhibiting conditions described in the awareness workshops. Resource staff was instructed to work with such referrals before a complete evaluation was conducted if the in-house team felt it was necessary.

Previously, evaluations and placement of a child with special needs required an exploratory visit to a self-contained classroom by parent and child. Upon approval of the placement and the classroom, if space were available, a transportation schedule was prepared and the child was then matriculated into the program. This was a time consuming procedure.

2. Services to be Provided within Resource Center

Requests for immediate services through the office of the principal or the in-house screening team were immediately addressed and conducted within the resource center without the aforementioned delays. The principal in Wakefield has been historically the final authority in his building. His directives and reports reflect his decisions and must be accepted by staff.

The resource center's scope and services provided for immediate placement, provision of services and, most importantly, kept the child within his neighborhood district, where he could be integrated. Transportation problems would not delay needed services.

3. Prescriptions Immediately Addressed

4. Increased Specialized Staff Activity

The educational prescriptions, collaboratively developed and written by the evaluation team and parents, were disseminated to each individual involved in meeting the child's needs. Services and programs included in the prescription were carried out by the resource center staff and ancillary personnel.

Additional services which required the expertise of the vision teacher, speech therapist, physical education therapist and teacher of the hard of hearing were scheduled during the regularly conducted program of each itinerant. Provisions were made for additional visits when recommended by the educational prescription.

Parents and staff, polled through the survey vehicles, were asked to indicate attitudes and satisfaction with placements, schedules, and the prescriptions, prepared for each child.

Objective #6 - Mainstreaming and Integration

Special needs students will be able to be mainstreamed into regular classes starting with a time frame of fifteen minutes. The time span will be able to be increased, in blocks of five minutes or more, at the discretion of the regular classroom teacher, upon successful student demonstration of acceptable classroom behavior.

Performance Level

1. Reduction of separate services time
2. Improved peer rapport
3. Accessibility of regular classrooms for special students

Method of Measurement

1. Direct questionnaire - staff and parents
2. Attendance records in regular class
3. Parental interviews
4. Administrative reports

Implementation Procedures and Strategies

1. Reductión of Separate Services Time

Most staff rightly believe that all children with special needs cannot be fully mainstreamed or remain in any regular classroom permanently.

One tactic, found effective in gaining support for a mainstreaming venture of this kind, was to allow teachers the option of determining how long and how often a student would be integrated into their classrooms. They set conditions for each integrated child so that he was encouraged to function successfully within the regular classroom.

Children who needed academic support expended a major portion of their time in the regular classroom but were able to receive supportive services from the center.

The goal was to maintain the intellectually capable child with emotional disabilities in nearly as normal a regular program as possible.

Questionnaires presented directly to resource and regular staff, parents and administrators, produced a composite of information on mainstreaming. At this juncture all students have been mainstreamed up to 60% of their time. This has exceeded our fondest expectations.

The prepracticum self-contained students with special needs were minimally integrated. That is, they went to recess as a group, ate lunch as a group and attended assemblies as a group among regular students. However, individual integration was virtually non-existent.

Integration time for various programs is categorized by prototype numbers which have been promulgated by the Division of Special Education (p. 43-44). Prototype 502.1 is based upon the modification of supportive services, provided in the regular classroom by the regular classroom teacher for up to 10% of the child's time. Prototype 502.2 is designed to provide special services outside the classroom for up to 25% of the child's time. Services for the child, up to 60% of his time, are provided away from the regular classroom under 502.3. Prototype 502.4 placed the child in a substantially separate program in a self-contained classroom, institution or work facility.

Due to the nature of academic limitations of many children with special needs, 40-75% integration time has been their maximum achievement. However, for some, total integration with services provided within the regular classroom (502.1), was not beyond reach.

2. Improved Peer Rapport for Students

Children transported in a special bus to a different school, then returned to the neighborhood after school, generally felt stigmatized and developed poor self-images.

Elimination of bussing for many students and allowing them to commute from home to school with their neighborhood friends promoted normal peer rapport and activities.

Most children have accepted the services of the reading teacher, speech therapist and other itinerants without embarrassment.

Centralization of all supportive services allowed a substantial part of each school population to utilize the same quarters. Services provided to larger groups thus did not stigmatize or isolate children sufficiently to weaken their self-image.

Remaining within the same school, participating in school activities and being involved with peers provided the opportunities for improved rapport among all students.

3. Accessibility of Students to Regular Classrooms

Students referred for an evaluation and found in need of services were able to continue in the regular program, in part, while they participated in the resource center program.

Some regular classroom teachers were not receptive to accepting special needs students. Anticipating that reluctance, I enjoined regular staff to reverse the placement procedure. I directed them to send their children to the resource center for appropriate help. This technique effectively reduced or eliminated some feelings against accepting special needs children and gave staff a more active role in the program.

It was my contention that the referring teacher, aware of the child's needs and involved in preparing his educational prescription, could measure his progress better within the same school, than if he were relocated elsewhere.

The teacher's tolerance level, as well as the personal knowledge of a student's activity and educational history within the neighborhood district school, often has been responsible for a child's success within the regular classroom.

Included in the questionnaire/surveys for parents and administrators, were questions relating to the performance levels anticipated through program participation.

Objective #7 - Participation

Special needs students will be able to participate in all nonacademic activities such as opening exercises, physical education or recess, natural functions and lunch with the regular classroom students. They will be able to salute the flag, feed themselves, throw a ball, kick a squashball and run unaided, at the discretion of the teacher.

Performance Level

1. Student participation - increased activities
2. Improved social awareness and rapport
3. Independent student performances
4. Increased faculty involvement

Method of Measurement

1. Teacher assessments
2. Tabulation of individual activities
3. Parental observations
4. Evaluation of reports

Implementation Procedures and Strategies

1. Student Participation - Increased Activities

Each regular staff member was directed by the Special Education Office and the building principals, in writing, to include children with special needs in all nonacademic activities to the extent feasible. Any child unable to participate for any reason was reported to the school office. Provisions were made for an aide to follow through. He then involved youngsters in the daily activity.

Students integrated in regular classes participated in most nonacademic activities quite easily. Since the regular students performed the activities in normal fashion, the special needs student's were expected to try to do the same and often succeeded.

Specific help in academics or fine motor coordination was available for students in the resource center. The physical education staff, assigned to the program on a regular basis in compliance with the educational plan of the child, provided additional help.

Teachers were supplied with a simple form for general assessments indicating each student's progress. The physical education staff utilized a performance type of individual report of progress. Both were shared with students and parents.

Each student absence and return to the classrooms was carefully noted by the resource staff for evaluation and reporting purposes as directed by my office. Attendance improved.

2. Improved Social Awareness and Rapport

Involvement with the regular class students provided the opportunities for special needs children to observe and emulate the social graces. They responded accordingly. Involvement reinforced a broader learning pattern.

Teachers, during conferences and workshops were asked not to single out integrated children in any way but to incorporate and provide for their individual needs in the manner they would for any child.

Parents were contacted by staff in person and by phone. They were invited, on an openhouse basis, to view the program and share their observations with the staff. Their remarks and rapport with staff were stimulating and gave the staff greater impetus to try to meet the needs of the youngsters.

When children were unable to function academically or when they behaved unacceptably, they were directed to the resource center for supportive services.

3. Independent Student Performance

4. Increased Faculty Involvement

Mainstreaming of children with special needs fell well within the scope of and the broader movement in education, i.e. the goal of individualized instruction.

Staff were alerted to the presence and availability of resource centers and supportive help. They became cognizant of the fact that individual plans can be and were prepared for each child. They were advised that sufficient qualified help was available to follow through. Individual educational plans were disseminated to each participating staff member.

Implementation of the educational plan and daily involvement with special needs children provided the faculty with an inside look at both social and academic growth of the children.

Regular classroom teachers noted that there are relatively few differences among children with the exception of those who have specific learning disabilities. They have been directed to involve youngsters in the normal classroom duties such as pencil sharpening, carrying attendance slips to the office, milk distribution and the myriad of activities normally conducted in a regular school day.

This was yet another technique to make all students, as well as staff, aware that special needs youngsters can be both stimulated and benefited by such activities.

Reports by staff and administration, as well as parental observations and remarks, were highly indicative of the levels achieved in this objective. The overall feeling emerging was that gradual progress was being made.

Objective #8 – Expanded or Improved Services

Services to all students will be able to be expanded or improved by stationing permanent personnel in a specified service area, the resource center, and having special services available at all times.

Performance Level

1. Resource center staffed at all times
2. Ancillary staff services provided at center location
3. Staff awareness of center activity
4. Crisis classroom for children with problems

Method of Measurement

1. Attendance record - itinerant staff
2. Record of student activity
3. Tabulation of staff activity
4. Resource center sign-in book
5. Instructional schedules

Implementation Procedures and Strategies

1. Resource Center Staffed at All Times

2. Ancillary Staff Services Provided at Center Location

The concensus of administrators and staff was that a resource center, professionally staffed at all times, would be a major step in providing for all student needs in a given district. Motivated by this concern, a collective effort on the part of the principals resulted in staffing and scheduling each center, as indicated under Objective #1, pages 45-52.

A frequent criticism of previous arrangements by itinerant staff and other ancillary personnel was that communications were either very slow or nonexistent. They felt that they never had a place to really "hang their hats," and felt like "outsiders looking in." Specific assignments and locations for each person guaranteed direct mail and immediate communication channels. This acted as a morale booster and an unexpected but desirable side effect.

Centralization of services and staff provided an acceptable and approved facility, where staff could serve the needs of students. It was a place to set up displays and materials and ensure staff as well as students some degree of stability and finiteness.

This condition also provided the opportunity for improved rapport development between staff members and itinerant and ancillary personnel. It was easier to communicate. A master schedule of ancillary staff was posted in every building. Teachers were requested to post them on each of their tack boards and on the principal's bulletin boards. Additionally, all itinerants were directed to register in and out of each building, noting their times of arrival and departure.

3. Staff Awareness of Center Activity

It was important that staff members be aware of resource center activities. To this end, attempts were made to involve various staff and administrative personnel in the centers.

The principals and staff were encouraged to contribute materials, supplies and time to the resource centers. A professional library, available to all staff, (app. p. 231) was introduced and growing at each resource center.

A memo listing current books and information on special needs services was distributed to all staff. By this means, I expected to stimulate greater interaction between regular and resource center staff. It provided them with relevant information on working with special children.

4. Crisis Classroom for Children with Problems

The possibility of immediate attention for a child in the resource center served to promote more enthusiastic involvement and interaction between staff. This was especially effective for problems considered crisis situations.

The combined efforts of the in-house screening team and the proximity of the resource room provided an opportunity for quick action without lengthy referrals and evaluations.

The staff could share in the continuing services to the child, the child could maintain contact with his peers.

In effect, when problems could be shared with others, they seemed to be reduced in magnitude.

Objective #9 - Behaviors

Unacceptable behavior by students, resulting from long bus rides, will be significantly reduced by eliminating bussing for all special needs students who live within approved walking distance to school.

Performance Level

1. Students walk to school when possible
2. Late arrivals and early dismissals eliminated
3. Unsupervised idle time (bussing) removed
4. Improved peer rapport
5. Parent awareness and cooperation

Method of Measurement

1. Teacher observations and evaluations
2. Parental interviews
3. Administrative reports

Implementation Procedures and Strategies

1. Students Walk to School When Possible

2. Late Arrivals and Early Dismissals Eliminated

In the former special education program, busses which transported children with special needs were generally late when they arrived at each school. In addition to normal delays by inclement weather and traffic conditions, these busses often had to wait to pick up children simply not ready when the bus arrived. Since all special needs children were picked up at home, a delay of only one minute per child often resulted in a tardiness of 25 or 30 minutes at the end of a bus run.

Temporarily handicapped children, with broken legs, sprained knees, and other injuries, added to the special busses because of special facilities, created additional delays. We have many annually.

Such conditions underlined separation of the child from his peers and reduced opportunities for special needs children to participate in before school peer activities.

Transfer of pupils from self-contained classrooms to their neighborhood distric school has eliminated bussing for many.

Several special needs children lived within easy walking distance of their neighborhood district schools. Almost without exception the children knew the school's location.

Resource personnel were directed to contact parents and request that children be accompanied or instructed to walk to their new placements. As anticipated, and as suggested several times in this report, the children and parents accepted this proposal for walking with enthusiasm.

An observable change in attitudes of children commuting to school on foot with peers, was loss of the stigma associated with special bussing.

3. Unsupervised Idle Time (Bussing) Removed

Children rode the bus each way for one hour or longer under the original bus schedule (app. p. 216-228). Because of budget limitations, this time was largely unsupervised except for the bus driver.

Attempts were made to obtain volunteers to supervise the rides. Parents, and sometimes aides, offered services. None lasted very long. A radio and music during the rides, did not prove useful.

4. Improved Peer Rapport

5. Parent Awareness and Cooperation

Stop and go bus riding was not conducive in any way to the improvement of rapport and student behavior. Children got bored and resented riding. The nature of the handicap of some students made the bus rides intolerable, and misbehavior was often the scene aboard the bus.

Several attempts were made to correct and resolve the problem. Parents rode the bus as monitors. Music was provided. Letters to parents requested puncuality in having children ready for the busses. Principals and teachers tried to emphasize the relation between good behavior and safety. Children were picked up by class and by group. Nothing worked. The resource plan was introduced.

A pleasant change in attitude and behavior was evident in the resource children who walked to school under the new program.

The promise of participation in the regular school program induced parents to cooperate in getting their children to walk to school with neighborhood peers.

The reduced bussing had a positive effect, not only for the walkers, but for those youngsters still bussed to self-contained classrooms, since their travel time was shortened.

Objective #10 - Cost Effectiveness

Operation of the resource center will be able to show a more favorable cost-effectiveness in comparison to the self-contained special needs classrooms.

Performance Levels

1. Services provided to larger student population
2. Improved staff utilization
3. Eliminate need for additional self-contained classes
4. Retain tuitioned out students
5. Reduce transportation costs

Method of Measurement

1. Enrollment tabulations
2. Enrollment projections
3. Staffing patterns - cost analysis
4. Tabulation of retained students

Implementation Procedures and Strategies

1. Services Provided to Larger Student Population

When I made the presentations on available services at faculty meetings, teachers were advised of the reciprocal arrangements within the schools. It was openly suggested that any child needing supportive help could be placed in the resource center for diagnosis and evaluation.

Initial reassignments involved 123 children at the elementary level and 24 at the Atwell building. The total elementary population totals about 2200 children.

Administrative reports and teacher tabulations show that a larger population was being served. Their early reports indicated a better than 30% increase at the elementary level and a 54% increase in the Atwell. Although the increases seemed quite large, the numbers were small. Greater numbers of students would be provided with services as the program developed.

2. Improved Staff Utilization

Staff utilization was improved in some basic ways. First, deemphasis of the self-contained classroom freed special classroom teachers to deal with larger numbers of students, providing them with specific services tailored to specific needs. In effect, larger numbers reduced individual pupil costs. Second, special education personnel acted as consultants for regular staff, advising them on how to teach and effectively integrate children with special needs.

We were anxious to have building staff share and use the new resources available. Opportunities were provided to discuss the educational and social development of each of their charges. Staff shared in the responsibility of carrying out the educational plan for each child.

They were encouraged to learn from each other, and to develop the techniques necessary to meet the needs of special children within their classrooms through workshops.

3. Eliminate Need for Additional Self-Contained Classes

The operation of a resource center has provided needed resources and help for several additional students. Its promise was that more students would be able to take advantage of its services.

State mandates limited the size of self-contained classrooms to a ratio of 8-1. The nature of various handicaps, such as individual physical limitations, usually made at least one staff aide necessary. Volunteers or peer counselors were always sought.

In self-contained classrooms, additional staff and space would have been required to serve the same number of children with special needs we were able to help through the resource center program. In these times of economic frugality, alternative approaches were warmly received.

4. Retain "Tuitioned-Out" Students

Students unable to function in a regular class and who did not qualify by evaluation for placement in a self-contained class, were sent to special day schools charging tutition.

They have been placed in schools specializing in specific learning disabilities or in transitional type classes which are ungraded. Most public schools are not equipped to provide or support this type of placement within the sytem.

Parents generally unhappy about sending young children to out-of-town special placements were among the firmest supporters of the resource center possibilities. They would naturally support any plan where children could be served within the local system, and not be forced to relinquish contact with their peers and local classes.

The Office of Special Education and Pupil Services initiated the re-evaluation process of "tuitoned-out" students to determine the feasibility of returning several to the local schools. Past costs for each student varied from $4,000.00 - $12,000.00 per year. Each student returned or retained within our system would save significant costs.

5. Reduce Transportation Costs - Vehicle and Driver

The gradually increasing number of special needs children showed no signs of slowing. Therefore, unless new arrangements, such as the resource plan were made, we would face the need for additional transportation with its incumbent costs.

Our current porgram has reduced travel time as well as overtime costs.

The two special transportation busses previously started their trips about 7:00 AM. (Time varied according to addition of temporarily handicapped students.) Children usually arrived at various schools after starting time, occasionally, as much as 45 minutes late. A few special, individual runs have been necessary. Since the implementation of the resource program the vehicles have been on time or earlier and additional school bus uses have been made easily, such as field trips, bag lunch delivery and student transportation to the vocational school program.

The net result has been better utilization of vehicles and economic savings.

An unexpected benefit, beyond economy, was gained by the elimination of a late bus run. By walking to school, special children were able to travel independently. They were no longer tied to the limited time constraints of bus schedules.

COST -EFFECTIVENESS

The number of students added to the program was 72. This represented a 27% increase overall.

PROGRAMS

	Original Program	Practicum Program	Increase	Percent
Elem.	123	160	37	30%
Atwell	24	37	13	54%
J. H.	57	69	12	21%
H. S.	64	74	10	16%
Totals	268	340	72	27%

TRANSPORTATION

Former Schedule	Current Schedule	Reduction
56 Stops	42 Stops	25%

A 25 percent reduction in transportation, and equivalent savings in fuel, maintenance and associated costs in the operation of two busses, was significant.

"TUITIONED-OUT" STUDENTS

Thirty-five students were enrolled in private schools charging tuition during the conduction of this practicum. They were placed in schools for the learning disabled (Eagle Hill, Krebs, Carroll) and schools for the emotionally disturbed (Deveroux, Lakeside, Arlington, Madonna Hall, St. Anne's, Hampshire County School). Although the needs of these students could not be met in a public school setting under the old program, the Core Evaluation Team conducted a reevaluation on each. Projections predicted a possible return of 10-12% of this population. This conservative projection of 3-4 pupils, integrated into our local program, would result in a substantial savings as mentioned on page 98. Tuition costs and the financial burden of daily transport for these students by private contractors would be saved.

In summary, an effective program of increasing services to greater numbers of children has been implemented without an increase in staff or costs. More efficient utilization of staff has resulted in "getting a bigger bang for a buck."

V FORMATIVE EVALUATION (ON-GOING)

The scope of the resource center program and the sensitive needs it tried to meet, required constant observation in order to monitor the progress of the action plans and identify areas needing immediate change to realize the program objectives.

My formative evaluation was based upon a series of questions designed to uncover problems and invite solutions. The evaluation required frequent observations of classes and students, multiple interviews with program participants and parental contact.

The methods used to conduct the evaluations by direct obtrusive measures included personal contact, telephone surveys and visits. Various unobtrusive measures gleaned through casual visits and conversations in the faculty rooms and observation of student behaviors, were utilized.

The evaluations were conducted from the first week of the program in cooperation with the superintendent, the School Board member who served as an evaluator of the practicum, the principals, teachers and the parents.

An analysis of the responses to some of the questions served to help evaluate progress, to uncover difficulties, and to provide opportunities to make appropriate changes. They have been listed and addressed in a question and answer format.

Q: Have all self-contained students been appropriately placed at their respective neighborhood Resource Centers?

A: All students with the exception of the "trainable" classes have been placed in their respective Resource Centers.

Q: Have educational plans, for each child, been disseminated to all involved staff?

A: Staff, regular teachers and principals have reported receipt of all educational plans. Copies are placed in the Resource Room and the regular classroom.

Q: Are students being maximally integrated and mainstreamed?

A: Teachers have accepted students for as long as they can function behaviorally. Parents reported total pleasure with the arrangements.

Q: Are unusual disciplinary problems developing or encountered in integrated classes?

A: Regular class teachers and principals indicated no serious problems. Special students have not been aggressive or untoward in their behaviors. Parents of exceptional children have not complained. One parent called anonymously to complain about retarded children being in the class. Anonymous complaints are ignored!

Q: Have individual behaviors disrupted any regular program?

A: Teachers reported mild vocal interruptions by some children who were used to speaking aloud in self-contained classrooms. Some students have had to learn to wait for teacher response to their raised hands before getting up from their desks.

Q: Are regular students accepting the integration of special students? Have they displayed any signs of disapproval?

A: One of the beneficial side effects reported by teachers and principals has been the ready acceptance and protectiveness exhibited by regular students, especially at the secondary level. Only time will tell if this has been just a novelty effect.

Q: Are resource students showing progress in skills development?

A: Good progress has been observed by many staff members and parents. Perhaps the best example was an unsolicited report from a teacher who served on both phases of the program. Her report was included, as submitted, in the appendix on pages 243-244.

Q: Are regular teachers experiencing any unexpected difficulties in teaching resource children?

A: Teachers were basically afraid of the unknown and felt unqualified to meet special needs. Information, materials and workshops have done much to remove their fears. Some teachers have noted that special children are not unusual except, perhaps, academically.

Q: Are sufficient instructional materials available for special needs children?

A: Yes. The committment of the Wakefield School Board and the community has been demonstrated by the generous budget voted annually.

Q: Are additional students sharing the services of the resource center?

A: There has been a 27% overall increase in the number of students sharing the services reported by the principals and teachers. The largest increase has been in the Atwell School. (See page 99).

Q: Are resource staff members providing consultant services to regular class teachers?

A: Yes. Resource staff have indicated many requests for information on individual children. They have been invited to the regular classrooms to observe children who could possibly benefit from the resource center.

Q: Are the centers equal or better, in most respects, to the physical standards of the remainder of the schools?

A: Yes. Selected classrooms were viewed and approved by parents and administration before implementation of the program.

Q: Are the numbers of resource staff, per center, sufficient to function effectively?

A: Parents have indicated their satisfaction with the increased amount of attention and services received by each child. Staff members have stated that conditions are ideal at this time since the number of children per school are relatively small. The secondary schools will have to be carefully watched for possibly greater staff requirements in the future.

Q: Are services available to students at all times?

A: Principals have scheduled resource center staff so that services are available throughout the school day.

Q: Are parent-teacher contacts mutually beneficial? Have parents indicated satisfaction?

A: Parents have been very active in supporting both the staff and the program. There has always been a closer association of special parents than regular parents with faculty for obvious reasons. Principals have remarked that staff and parents have been extremely cooperative.

Q: Are resource students reacting positively to walking to school rather than riding the special busses?

A: Everyone, parents, teachers and administrators, has observed the changes in children due to walking. They have made the most of the extra time available since the cancellation of their lengthy bus rides.

Q: Are resource students getting to school on time? Are they included in before-school activities?

A: Principals and teachers have reported that students have participated in all before-school activities, in and out of school. Parents indicated their support of having the child in school for the full school day.

Q: Do you feel your placements are appropriate?

A: Parents and staff approved placements of all the special needs students upon review of the child's plan with each evaluation team. At this juncture, only two of the placements required another review. One child was returned to a self-contained classroom. The other required additional behavior modification services and remained a part of the resource center program.

Q: Are there any reservations about the program or recommendations for change?

A: Although many respondents suggested changes, most of these were simple recommendations. A few reservations were expressed.

The majority of the changes recommended by resource staff dealt with structural and housekeeping functions. They recommended study carrels, rugs and related concerns.

The ancillary staff recommended additional purchases and duplication of mechanical devices such as "audiometers," "language masters" and "talking pages" for every resource room.

Administrators followed through with their recommendation that schedules be posted outside each resource room so teachers and parents would know where staff was providing what services at any given time. Administrators also recommended that fuller staffing of ancillary personnel per school district be considered. Their only reservation concerned specific integration placements with certain teachers. They advised the resource staff independently.

The parents of the resource students made very positive comments about the program in general. They expressed no reservations. They did recommend additional tutoring services, requested membership in the local PTO and became totally involved with staff.

Some parents of regular class students voiced reservations. Some said that special students had no place in the regular classroom. Some felt too much money was being wasted on children who would never be able to benefit from the expenditures. It was obviously illustrated that much more needed to be done to educate all.

Regular classroom teachers, in general, recommended the expansion of opportunities for all children by initiating additional resource rooms. There were several reservations, expressed by some secondary staff concerning the integration of special students. Their comments favored separate programs. Some felt the special students would be "unable to meet the teacher's standards." I met with those who expressed reservations and conveyed my feelings as well as the objectives of the program.

VI STAFF IN-SERVICE RETRAINING PROGRAM

Because of its scope, the resource center program necessitated the introduction of a specific retraining program. This retraining included everyone in the staff and administration.

The outline of the retraining program, developed as a flow chart, is detailed on pages 113-117.

In-services workshops have been an essential part of contractual aggreements between professional staff and the School Board. The superintendent, charged with assigning workshop responsibilities in specific areas, encouraged recommendations. Workshop subjects have never been lacking. The superintendent's approval of the resource workshops, within time constraints dictated by contracts, was given.

Teachers are currently negotiating for additional workshop release time. They have actively sought additional workshop activities.

Each faculty had an initial presentation of the resource center program. I stated the objectives, quite generally, to the staff, along with my expectations concerning children and staff.

Teachers asked for help in order to support the youngsters and the program. They were alerted to state and federal concerns for the handicapped.

The outline of the in-service program illustrated the scope of the retraining. Its goals will be ultimately achieved with all staff and annually reviewed.

The Pupil Services Staff scheduled regular meetings (app. p. 187) and were charged with leadership of in-service work. Each member received a guide for discussion leaders on each of the videotapes for use with each group. Each was indoctrinated in his role for the workshops. All participants were provided with evaluation guidelines for workshops to be completed at the close of each session.

Videotapes and booklets were gathered so that each of the workshop groups had sufficient materials and direction at each level of instruction.

Workshop dates, announced by the superintendent of schools, were determined by the unused "no school days." At that time three days remained. Additional time may be provided for future workshops, since this issue is a favored negotiation item proposal of the teacher's association.

OUTLINE - RETRAINING PROGRAM

I Awareness Level - Purposes and Dimensions

- A. Integration of handicapped into regular programs
  - 1. Special Education Law - Chapter 766
  - 2. Maximal feasible integration
- B. Intent of Law - Ramifications
  - 1. Understanding regulations
  - 2. Individual responsibilities
- C. New Skills and Techniques for Staff
  - 1. Individualized instruction
  - 2. Special skills
- D. Administrative and Supervisory Roles
  - 1. Awareness of responsibilities
  - 2. Procedures
- E. Professional Growth
  - 1. Learning competencies
  - 2. Achieving goals
- F. Areas of Knowledge
  - 1. Content of program - special services
  - 2. Handicapping conditions
- G. Motivation
  - 1. Value of total program
  - 2. Survival

II Process Level

A. Participants

1. Paraprofessionals
2. All faculty
3. Supervisors
4. Administrators
5. Central office
6. School Board members

B. Retraining Program Conductors

1. Director - Coordinator of SPED and Pupil Services
2. Leaders and consultants

(a)	systemwide psychologists	(2)
(b)	adjustment counselors	(5)
(c)	health educator	(1)
(d)	special educators	(20)

3. Evaluation
   (a) Supervisor - Reading and Learning Disabilities
   (b) formative
   (c) awareness survey

C. Retraining Program Content

1. Teacher training videotapes (10) and booklets
   (a) Early Assessment: Step to Planning
   (b) Diagnosis and Educational Planning

- (c) After Assessment
- (d) Every Child Can Learn
- (e) Together They Learn
- (f) Correcting Handwriting
- (g) Reading and Learning Styles
- (h) Developing Children's Language
- (i) Mastering Math Facts
- (j) Every Student is Different: The High School

2. Resource rooms (definitions - app. p. 179)
3. Individualized instruction
4. Organization of core evaluations (definitions - app. p. 179)
5. Teaching strategies matched to learning styles
6. Evaluations of individual needs
7. Flexibility in classrooms and regular programs
8. Total acceptance of integrated students

D. Procedures

1. Basic concepts underlying program
2. Task analysis
3. Specific objectives of each videotape
4. Review of specific scenes per tape
5. Formative evaluations from basis of training
6. Pre-testing and post-testing

III Implementation Level

A. Workshop Groupings (limit - 25 per group)

  1. Pupil Services Staff

    (a) procedures and functions

    (b) staff assistance in planning

    (c) outside consultants as needed

  2. Teachers from each school district (5 groups)

  3. Junior high staff (2 groups)

  4. High school staff (5 groups)

  5. Supervisory staff (1 group)

  6. Administrative staff (1 group)

  7. Ancillary personnel (1 group)

B. Evaluation/Survey Vehicle

  1. All participants

  2. Completed per each session

C. Time frame

  1. Initial workshop (two days)

    (a) introduction of program and goals

    (b) direct interaction with staff

  2. Master calendar

    (a) release time

    (b) one half-day workshop per month

  3. Sessions as part of continuing instruction program

D. Additional incentives

1. In-service increment credits
2. Satisfy contractural requirements

IN-SERVICE RETRAINING EVALUATION SURVEY

An evaluation/survey vehicle was developed, with a volunteer leader from each group, to determine the nature of help teachers felt were provided by the workshops. The survey served to convey the additional needs and concerns of the staff.

The survey forms were sent to program leaders who distributed the forms to participants. They were returned to the Pupil Services staff. They adapted the information to their own teaching styles in preparation for their group presentations in the workshops, and issued the forms to the retraining groups. The forms were collected at the conclusion of each presentation.

An analysis of regular staff responses concerning the general awareness presentations resulted in an overwhelming indication that the workshop objectives were being recognized and achieved.

The survey will be continued at the conclusion of all workshops with a summary report to the superintendent.

IN-SERVICE RETRAINING

EVALUATION/SURVEY

Please complete and return forms at the close of the retraining workshops.

I Awareness Level

Check One

Level of Help

1. Sensitivity level increased ___ Little ___ Some ___ Much
2. Clarification of roles ___ Little ___ Some ___ Much
3. Regulations comprehension ___ Little ___ Some ___ Much

II Process Level

1. Presentation instructions ___ Little ___ Some ___ Much
2. Videotapes and booklets - good educational guides ___ Little ___ Some ___ Much
3. Core evaluation and procedures ___ Little ___ Some ___ Much

III Implementation Level

1. Workshop groupings helpful ___ Little ___ Some ___ Much
2. Depth and scope achieved goals ___ Little ___ Some ___ Much

IV Additional Workshops

1. Please indicate whether you feel additional workshops are necessary:

   a. Awareness level Yes _____ No _____

   b. Process level Yes _____ No _____

2. Do you feel staff had sufficient time to discuss questions? Yes _____ No _____

3. Are there areas which held greater interest for you than others? Yes _____ No _____

   Please indicate ______________________________

4. Do you feel sufficiently informed and knowledegeable about our program for children with special needs? Yes _____ No _____

Please feel free to comment on any aspect of the workshops. Your recommendations are welcomed.

VII EVALUATION

There are many guidelines and models available for conducting evaluations and preparing reports. Traditional evaluations are being supplanted by new designs and alternative approaches.

Some educators think that objectivity can only be insured when an independent agency designs and conducts the evaluation.

"Examination of the literature reveals no clear-cut methodology that fits all educational needs. Some evaluators have tried to force a vigorous experimental format on operational programs -- There is an increasing tendency to move away from classical experimental design toward distinguishing between progress and products as subjects for appraisal. This distinction was first called out by Scriven in 1967 as formative and summative evaluation -- Although these two types of evaluation are often treated as discrete, they are in fact complementary -- Evaluation should be both formative and summative in its scope." (36)

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(36) Knezevich, S. J., Issue Editor, Creating Appraisals and Accountability Systems, New Direction for Education, Tossey-Bass, Inc., Pub., 1973, (p. 90-91).

I chose to utilize the Product Evaluation Checklist developed by Scriven, and included an individual evaluation/survey for each population.

The substance of my concerns was determined by the program's objectives and the effects of the results on the students, faculty, the parents of special needs children and their peers.

The experimental nature of the program required on-going or formative evaluation, so that appropriate modifcations and changes could be introduced as needed. It required a summative evaluation to look at the final product.

The evaluation design was based upon consideration of the following:

1. Were the resource center program objectives achieved?
2. What has happened as a result of the resource center program?
3. Would the objectives be achieved without the practicum effort?

In the following section of this report, the objectives are restated and these three questions answered in light of each.

OBJECTIVE #1: Resource centers will be established in each of the five elementary school districts, the Atwell building, the junior high and the high school. They will be staffed by reassignment of appropriate faculty to each placement. Appropriate materials and equipment will be supplied.

1. The objective was achieved. The resource centers have been established, staffed and supplied.

2. Eight resource centers provided services to all special needs children being mainstreamed. In addition, services were provided for youngsters with minimal needs previously unable to qualify for special help.

3. Although services had been mandated by Chapter 766 there was little likelihood that such changes would have taken place without the initiation of this practicum effort.

OBJECTIVE #2: Regular classroom teachers, as well as special educators, will be able to identify children with special needs and refer the children for evaluation to the in-house screening team.

1. The teacher retraining program activities and the criteria presented on p. 57-58 left little doubt that teachers had developed a greater awareness of children with special needs. The Special Education Office received a record number of referrals during the practicum period, which resulted in an overall increase of 27% or 72 pupils to the program.

2. Teachers indicated that they were able to informally consult with the screening team if they had questions concerning any youngsters. Children received immediate attention, consultation and possible services without delay.

3. Mainstreaming is becoming a trend in education. Teachers have been subjected to a battery of information concerning special children on television, newspapers and professional journals. Even without the practicum, they would have become knowledgeable, eventually. But, this practicum gave them personal experience and a meaningful awareness of special needs.

OBJECTIVE #3: The in-house screening team will be able to evaluate referred children within ten school days. They will be able to administer the appropriate test battery. They will be able to prepare the developmental history by means of the home assessment and the parental conference. They will be able to determine if the child has special needs which can be serviced in the resource center program.

1. For the first time in our special education program, we have eliminated a lengthy waiting list through the achievement of this objective. Freed from travel and time constraints, each child was quickly considered and appropriate determinations made.

2. Teachers and parents were greatly encouraged by the elimination of the lengthy wait that each child, parent and teacher had to endure before the initiation of this program. Regular staff and parents made extensive efforts to participate in and support this objective.

3. There was no immediate change or proposal under consideration to organize an in-house team or referral process. The action of this practicum caused the change.

OBJECTIVE #4: Individual programs of instruction will be prescribed, written and conducted, for students evaluated and found to have special needs by the in-house screening team. The programs will be submitted to parents for acceptmance and implementation.

1. The program objective was achieved for every child referred for an evaluation. Each child has a program geared to his specific needs. All individual programs were submitted to parents for approval before implementation.

2. Every parent, teacher or individual involved with an evaluated child received a copy of his educational prescription. Parents were pleased because they have a document by which they can judge their child's progress. Teachers found satisfaction in meeting the stated goals.

3. Individual educational plans have been mandated by Chapter 766. The plans were formerly written by the single core evaluation team within a period of 30 school days. The in-house team reduced evaluation time by one-third time and more.

OBJECTIVE #5: Children determined to have special needs will be able to receive immediate implementation of the prescribed services by the appropriate specialist or specialists within the neighborhood district resource center.

1. All evaluated children found to have special needs quickly received the services of the appropriate specialists.

2. Parents, resource teachers and ancillary staff stated their support of this program. They responded to questions and surveys in a very positive and optimistic manner. Nc child had to wait for services. Children referred, but judged not to warrant services, were not held back by long waits for their evaluation results.

3. Firm recommendations, state mandates and parental pressures served to force consideration of improved and extended services. However, the objective required the practicum effort to be achieved.

OBJECTIVE #6: Special needs students will be able to be mainstreamed into regular classes staring with a time frame of fifteen minutes. The time span will be able to be increased, in blocks of five minutes or more, at the discretion of the regular classroom teacher, upon successful student demonstration of acceptable classroom behavior.

1. This objective was successfully achieved beyond our fondest expectations. Teachers were able to extend the time blocks so that almost every child has moved into a higher prototype (p. 43-44, 77).

2. Time extensions were granted to virtually every mainstreamed child. Consequently, resource staff were able to spend some time in the classrooms for increased observation of children and for consultant services.

3. Mainstreaming alone would have been limited to the buildings which housed the self-contained classrooms. The practicum reduced the density of the special needs child in any given building which allowed easier integration.

OBJECTIVE #7: Special needs students will be able to participate in all nonacademic activities such as opening exercises, physical education or recess, natural functions and lunch with the regular classroom students. They will be able to salute the flag, feed themselves, throw a ball, kick a squash ball and run unaided, at the discretion of the teacher.

1. The students were able to accomplish this objective quite well.

2. Teachers and parents reported a high degree of enthusiasm by the students. They readily took to each of the activities, with some showing promising skill in athletic activities. The students developed a measure of independence.

Teachers had students collect the daily milk monies and carry the monies to the office. They carried the attendance slips and the milk cartons.

3. There had been very limited participation for these students when they were almost totally in self-contained classrooms. Although involvement might have gradually developed, the practicum provided immediate action.

OBJECTIVE #8: Services to all students will be able to be expended or improved by stationing permanent personnel in a specified service area, the resource center, and having special services available at all times.

1. Services were made available to all students through the implementation of the resource program.

2. Students, once refused or unable to receive services, benefited from the program, which bridged the gap between regular and special education in the Wakefield Public Schools. Staff and services were available at all times in the neighborhood district schools.

3. These objectives would probably never be achieved without the practicum effort for the many borderline and underachieving students who did not strictly qualify for special class placement.

OBJECTIVE #9: Unacceptable behavior by students, resulting from long bus rides, will be significantly reduced by eliminating bussing for all special needs students who live within approved walking distance to school.

1. This objective was immediately achieved when the students were permitted to walk to the neighborhood district school. Travel time for the remaining bus riders was reduced.

2. Students now walking to school traveled with their friends and neighbors. They arrived at school on time for the opening exercises and activities. The objective gave them an opportunity to return to a normal, before and after, school life. They now had time for play. The long bus rides were over.

3. Monitors, music, comic books and parent riders had not succeeded in improving bad behavior induced by long bus rides. It is doubtful that this objective could have been achieved without the practicum.

OBJECTIVE #10: Operation of the resource center will be able to show a more favorable cost-effectiveness in comparison to the self-contained special needs classrooms.

1. An increase of 72 students receiving special services and a 25% reduction in the transportation time was evidence of a more favorable cost-effectiveness ratio. The average per pupil cost in the special needs program was significantly reduced.

2. The resource program served a greater number of students without increasing costs. Final compilation of the line item costs in the budget, when completed by the business manager, will show that services were expanded without the usual increase of costs.

3. Frugality has been the keynote of many School Boards faced with escalating and inflationary costs. Without the practicum effort this objective would not have been realized.

Assessments of the achievement of the practicum objectives were based, in part, upon the information collected through the evaluation/survey. This method developed in concert with staff members, served to reinforce the common positive sentiments about the program.

Utilization of the evaluation/survey involved a four part process: the development of the survey, distribution, collection and analysis of the results. They are presented here in that sequence and followed by a general adaptation of Michael Scriven's product checklist.

Although it would have been ideal to poll the parents of all 5391 pupils intthe public schools, it was generally conceded that a random sampling, of about 10% of the pupils, would project statistically significant results. Six hundred questionnaires distributed to parents of regular program pupils was considered a sufficient number to determine sensitivity and reactions to the program.

Since the major portion of the resource program was conducted in the elementary schools, and because elementary parents respond more readily to hand-carried school pamphlets, 300 were distributed through the five elementary school districts. One hundred each were provided to cooperating teachers in the Atwell, junior high and high schools, with instructions to return them when completed.

Distribution of the surveys to the remaining participants was assigned to staff in each building. A memo to each respondent requested an early return.

EVALUATION/SURVEY DISTRIBUTION

	NUMBER DISTRIBUTED	NUMBER RETURNED	PERCENT RETURNS
Resource Teachers/Aides	24	24	100
Ancillary Staff	19	19	100
Administration	11	11	100
Transportation (Supervisor & Drivers)	3	3	100
Parents (of Resource Children)	120	117	96
Parents - Regular Program (Random Sampling)	600	516	86
Teachers - Regular Program	300	272	91

All resource staff evaluation/surveys were 100% returned before the due date. Regular staff, at the elementary level, were also extremely cooperative with 100% returns.

Parents of children with special needs also completed and returned the forms almost immediately. Parents of regular program students, especially the elementary students, were cooperative.

Administration was totally supportive. The administrators collected the returns in their buildings and forwarded the returns collectively. Such participation helped to insure a substantial response.

The results of the survey are presented in percentages for each of the populations listed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Resource Teachers/Aides)

	YES	NO
1. Are the facilities equivalent to the self-contained classrooms?	96	4
2. Are there any noticeable positive changes in the attitudes of resource children?	100	0
3. Do you feel resource children are gaining socially and are being accepted by their peers?	100	0
4. Are you receiving cooperation and support from staff?	83	17
5. Are behaviors disrupting any programs in the other classrooms?	8	92
6. Are parents very supportive of the new resource program?	100	0
7. Are more students making use of the resource center?	86	14

8. Has outside behavior improved by allowing resource children to walk to school?	63	37
9. Would you prefer to return to a self-contained classroom program?	0	100
10. Do you have a positive attitude (good feeling) toward the new program?	100	0
11. Are there any changes which merit immediate consideration?	50	50

Your comments are welcomed.

Comments from resource staff included: Kids are happier here. I feel like I'm part of the faculty. They enjoy walking to school. We should have done this long ago. Parents are content. Children seem to have more incentive to do better.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Ancillary Staff)

	YES	NO
1. Do you find the central resource area an improvement in providing your services?	100	0
2. Are behaviors improved because of the presence of additional staff and students?	84	16
3. Are children reluctant to come to the resource center?	11	89
4. Are you able to provide services to a greater number of children?	100	0
5. Are you or your services inhibited in any way by the resource center?	5	95
6. Have you observed increased staff activity in the center?	100	0
7. Are there changes which merit immediate attention?	63	37

Your comments are welcomed.

Ancillary staff remarks included: It's great to leave some of my stuff around. The aide comes in very handy. For the first time I get to work with other staff members. It's nice to know others are aware of my efforts. Now children know where they are to come on a regular basis. Everyone has been so helpful.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Administration)

	YES	NO
1. Do you feel the resource program is working?	100	0
2. Do you feel that special needs students are receiving adequate services?	91	9
3. Do you feel that regular staff are totally supportive of the resource program?	82	18
4. Do you feel we are making more effective use of staff?	100	0
5. Have parents responded favorably to the program?	91	9
6. Have there been any adverse comments by parents of regular class children?	9	91
7. Has mainstreaming created any conflicts in regular classrooms?	18	82

8.	Have there been any unusual disruptive behaviors by special needs students?	9	91
9.	Are more students being referred to the resource center?	100	0
10.	Are there any changes to consider or recommend at this time?	55	45

Your comments are welcomed.

Comments included: They seem pretty well taken care of. Complaints are limited thus far. It seems to be working well. I would like to have regular teachers spend more time in the resource center.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Transportation)

	YES	NO
1. Has the reduced transportation load effected an improvement in your bus schedule?	100	0
2. Has travel time been significantly reduced?	67	33
3. Are busses arriving on time?	100	0
4. Have behaviors improved with limited bussing?	100	0
5. Has special bus overtime been reduced or eliminated?	100	0

Your comments are welcomed.

Comments included: It's working out pretty well. This will save wear and tear.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Parents of Resource Children)

	YES	NO
1. Do you prefer the services of the resource center for your child rather than the self-contained classroom?	100	0
2. Does the placement seem appropriate at this time?	100	0
3. Is your child integrated into general classes on a regular basis?	86	14
4. Do you feel the program is satisfying his needs?	93	7
5. Do you feel your child is content (happier) in this program?	100	0
6. Have your contacts with resource staff and teachers been helpful and satisfactory?	100	0

7. Do you have a positive attitude (good feeling) toward the new program?	100	0
8. Are there any changes you would recommend at this time?	18	82

Your comments are welcomed.

Parents are vocal and apparently quite pleased with the change. Some comments were: Great! It's better for me. The kids hated the bussing. They're with their friends now. What a change — my son can sleep an extra hour now. He gets along well in the other classes. I knew she could do the work. (Name) loves to walk to school. He's thrilled to be able to come home for lunch. They'll learn more. What took the school so long to figure this out?

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Parents - Regular Program)

	YES	NO
1. Are you aware of the resource center program for children with special needs?	69	31
2. Do your children talk about new students in their classes?	59	41
3. Have your children indicated in any way that they are pleased with the new students?	51	49
4. Have you talked with your child's teacher about the new students?	23	77
5. Do you feel that special needs children in the regular classroom reduces services to your child?	17	83
6. Have you visited the resource center in your neighborhood?	26	74

7. Are you aware that services of the resource center are available for your child?	44	56

Your comments are welcomed.

Comments included: When did this come about? I think it helps the others to be with handicapped kids. I think the teacher spends more time than she should with retarded kids. I'm planning to visit on conference day. It's nice to know that we have this program. My kids don't tell me anything.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Teachers - Regular Program)

		YES	NO
1.	In your opinion are integrated children with special needs being accepted by their peers?	88	12
2.	Has their presence reduced your normal program in any way?	18	82
3.	Do you find it difficult working with special needs students?	5	95
4.	Do you feel the children are appropriately placed?	96	4
5.	Are you visiting the resource class regularly?	63	37
6.	Are the special needs students participating in your class activities?	94	6
7.	Do you feel sufficient information and orientation has been provided concerning your special needs children?	95	5

8. Are you finding unusual behavior problems with special children?	5	95
9. Do you feel the resource center is operating to your satisfaction?	93	7
10. Are there any changes you care to recommend to improve the program?	29	71

Your comments are welcomed.

Comments were generally the same: The children seem well adjusted to the new program. I need more training to work with special children. They seem to be making it with the others. We should have more time off to visit the resource room. Resource staff has plenty of material. I am sending a difficult regular student to the resource room. The resource teachers have a good pupil index.

VIII ANALYSIS OF EVALUATION/SURVEYS

Resource Teachers/Aides

Resource staff reaffirmed that they were pleased with the reorganizational program. They indicated that children with special needs adapted very well to the new environments, developed peer relationships and seemed more at ease. Their assessments of individual progress indicated that special needs children were gaining academically and socially.

Ancillary Staff

Ancillary staff indicated that they were able to service more children and were pleased to work in an improved atmosphere. They felt that children were reassured when assigned to a single service area on a regular basis. Staff members felt additional changes should include a resource center in every building. One member suggested dividing the resource area into separate work areas each equipped with audio visual and other appropriate materials.

Administration

Administrators indicated that there was no unusual behavioral activity with the resource students. They reported that teachers referred more children for help. They would like to see ancillary staff permanently stationed in each building.

Transportation

The Supervisor of Buildings and Transportation and the two permanent drivers of the special busses found the new bus schedules more to their liking. The busses arrived on time and past unacceptable student behaviors, encouraged by long rides, was greatly reduced.

Parents of Resource Children

Parents, almost without exception, were pleased with the resource program. Some asked for additional ancillary services while indicating they were happy with current services. Everyone felt his child was appropriately placed except one parent whose child has undergone review. Parents were totally supportive of the change.

Parents of Regular Program Children

Parents were made aware of the resource center program by the presentation to the School Board. The program, in general, was not very meaningful to them unless they had a child in the program. Most parents were non-committal in their responses to the evaluation/survey and made no comments.

Parents will begin to react more when greater involvement has taken place.

Regular Program Teachers

Regular staff at the elementary level generally felt sufficiently comfortable with and receptive towards children with special needs. Some secondary staff felt that placements were not entirely appropriate. There was some concern expressed on how to grade integrated students without being unfair to the regular class students. Some regular teachers disagreed with the idea of mainstreaming and the resource center. They felt that since special staff has an outstanding pupil/teacher ratio, they should be assigned to handle the special needs pupils without regular staff help.

IX PRODUCT EVALUATION CHECKLIST

1. NEED (Justification

Children with special needs have been isolated in classrooms apart from their peers and the mainstream of education. Children were generally bussed out of their school districts. This usually extended their school day while actually shortening their classroom time. Since class size was restricted by law, additional students placed in such classes would have resulted in the need for increased classes and teachers. Integration had been quite limited to the building housing the special classes.

Resource centers located within each district provided flexibility in mainstreaming, size and services. It provided an are in the neighborhood where special services were available to any student with needs.

2. MARKET (Dissemination)

Many children located in the neighborhood district schools can benefit from the availability of additional ancillary services. Since our five elementary districts each contained approximately 400 students and the secondary schools 1000 and 1800 respectively, the market was obvious and did exist. Children needed many ancillary services, including speech, hearing. language, learning disabilities and adjustment counseling. Chapter 766 mandates the formation of facilities in which such services are offered while allowing children the advantages of integrated education.

3. PERFORMANCE (True Field Trials)

Chapter 766 mandated mainstreaming children with special needs as much as possible. Mainstreaming children through the resource center to regular classrooms for periods of a few minutes to the entire day provided a true field trial for students and teachers alike. Results of such integration can be better evaluated after all populations have had sufficient time to get used to the program.

Many communities will be forced to emulate or modify similar programs to address the needs of the increased numbers of children having special needs.

4. PERFORMANCE (True Consumer)

Children with special needs, identified categorically under Chapter 766, those not yet identified, their parents, and the taxpayers are the immediate and true consumers.

The value of the program to children included partial or full integration into the regular educational community. Parents deplored isolation, separate bussing, out-of-district placements and the concomitant problems of stigmatization of their children.

Taxpayers are also true consumers. The resource center program basically eliminated the need for additional isolated classes for children with special needs. Rapidly escalating costs, for additional teachers, aides, busses, drivers and maintenance, were substantially reduced or eliminated by the program.

All children and populations benefit from contact with special needs children. They learn that life is varied and yet the same.

5. PERFORMANCE (Crucial Competitors)

Segregated classrooms may have some advantages in containing and constraining some students. Acting-out behavior, repetition of lessons, unpleasant interruptions and noises have been handled in separated classrooms. However, keeping youngsters isolated and out of touch with their peers occurs primarily in schools, not out of doors, and can be considered an artificial situation. To be "normal" and to act "normal" requires that children with special needs be exposed to "normal" behavior and educational opportunities.

Several different programs for the handicapped have been developed elsewhere, providing adequate and necessary services. Each program will have to undergo its trial and error development and complete its own evaluation before comparative evaluations to the resource program can be undertaken.

6. PERFORMANCE (Long Term)

This practicum program was approved and implemented in the Wakefield Public Schools to provide for the needs of our children with the expectation that it would be a continuous program, subject to modification and change as necessary.

Formative and follow-up evaluations monitored direction and results. Appropriate modifications were introduced to obviate any undesirable side effects or conditions.

The program will be watched closely by the Massachusetts Department of Education since we requested reimbursement for a portion of the costs; and by advocacy gooups, which include many parents who have supported this program.

7. PERFORMANCE (Side Effects)

Success of the program warranted that staff be candid about any side effects, discomfiture or inappropriate placement which required immediate attention.

Some staff members were and still are apprehensive about their roles in meeting the needs of special children despite workshop presentations. There were others at the secondary level very concerned about such children being unable to keep up with their peers and/or unable to meet the teacher's standards.

Such side effects were anticipated and considered. Wakefield's staff is not unusual and is concerned with the same kinds of questions as are other faculties.

An unexpected side effect has been the extra effort and participation by many regular class teachers. They provided additional help sharing expertise and time with the youngsters and the special educators.

Current concern dealt with declining enrollments and the possible necessity of reducing regular staff. There was a possibility that such staff would be retained in the resource program as detailed under #13 Extended Support on page 159.

Special busses could be used for more purposes such as field trips, box lunch distribution and local transportation since special children were encouraged to walk to school when possible and the bus runs reduced.

8. PERFORMANCE (Process)

Observation of and regular visits to each of the resource centers, reviews with staff, and talks with the children were valid checks to determine if the program operated according to my guidelines and expectations.

Parental contacts, always a good barometer of acceptance or rejection of any program, and contacts with principals and teachers, were also valid checks.

9. PERFORMANCE (Causation)

Children continuing in self-contained classrooms served as the control group. Differences in the activities and behavior of the integrated children were accountable, almost entirely, to the innovative resource placements. Behavior differences in irritability, hyperactivity, distractibility, fatigability, lack of inhibition and daydreaming evidenced by students talking aloud at will, often uncontrollably, or at minor provocations, rocking back and forth and destroying papers, were typical, documented activities of self-contained groups. Undesirable behaviors were reinforced by others within their small groups.

When they were integrated into regular classrooms, special children quickly learned to emulate the behavior of the regular class. They grasped the idea of limitations more readily, when others did not join in with their unacceptable behavior.

Children with special needs have begun to adjust to conditions, follow directions, participate in class exercises and to act as their "normal" peers within the regular classrooms.

The reactions and participation of individual teachers, newly responsible for the education of children with special needs, could be contributory causes of some of the differences observed in such students.

10. PERFORMANCE (Statistical Significance)

The number of children involved in the redistricting and mainstreaming plan was not very large at the start of the practicum. The resource center program began only with students formerly serviced in self-contained classrooms and identified as learning disabled. As services were extended to other children, identified through the in-house screening program, the number increased.

Figures (page 99) were sufficient, however, to indicate some significant differences observed or developed. Figures were not really the prime concerns. Most important were the effects of the program on individual handicapped children who had been deprived of normal relationships with each other in the school setting.

What was being measured primarily was the value of this particular program for our students, our school system and the implications for other systems expected to provide for their own handicapped.

11. PERFORMANCE (Educational Significance)

The value of the resource center program, taking into account both the merits and the deficiencies of competing programs, required consideration by parents and taxpayers, as well as teachers and central office personnel.

A forthright assessment of the extent to which the program has achieved success in meeting specific objectives was conducted.

Judgements were based upon the results obtained through observable changes, including responses of staff and parents, through the use of questionnaires. These changes addressed the establishment of resource centers, the provision of additional services to all children, the attitudes of all populations cited towards the changes and the cost effectiveness of the program.

12. COSTS AND COST EFFECTIVENESS

There has been no increase in costs for staff, personnel or equipment since the inauguration of the resource center program, with the exception of library materials and books on special services, purchased through the SPED Office Educational Publications budget.

Transportation costs have been reduced. This savings resulted by allowing a number of special students to travel on their own.

The number has not been large enough to reduce transportation staff but has been sufficient to eliminate the excessive overtime costs.

A significant cost factor has been developing which I detailed under extended support. It has already merited close examination by the superintendent and the School Board.

13. EXTENDED SUPPORT

Early indications of success with the resource program has created an additional measure of support from unanticipated sources.

I have examined methods by which the resource centers could be extended and staffed with additional professional staff while reducing costs for the total system. Nationally, schools have been faced with declining student enrollments in the regular education program. School Boards have been concerned with a RIF (reduction in force) policy which anticipated cutting back on general instructional staff. They were planning to implement RIF through attrition and through termination of teachers not yet tenured.

My strategy was to carefully select personnel from the general faculty professionally capable of providing services to children with special needs and to utilize them to expand the services at each center. The ultimate goal was a center in every building. This proposal was submitted to the superintendent and the School Board, and included the following rationale.

Competent teachers would be retained. They could provide individual instruction to those youngsters recommended by evaluation for additional tutoring and/or other remedial services.

Under Chapter 766 funding, the additional costs were reimbursable, by formula, by 50% or more, for special education. The percentage varied by program category and by state statute. In effect, we would be able to employ two staff members for the costs of one. This was a major concern for the School Board which had a strong desire to retain the system's good teachers. The proposal was unanimously approved. Three additional teachers will be assigned to the resource program for the next school year.

SOME FINAL THOUGHTS

The stated objectives of the resource center program were designed to effect several changes in services and their applications for all students with special needs.

There is no question that other communities must face similar problems and find solutions in the immediate future. This practicum has demonstrated that viable programs can be developed to meet existing needs.

Readers will note that conducting this practicum required significant personal contacts. The nature of this suburban community was such that much has been accomplished through supportive efforts of all populations.

The concept underlying the strategies was not new but effective in dealing with total authority figures such as school boards and principals, as well as parents and staff. It is very difficult for anyone to reject a face-to-face request for assistance in meeting the special needs of children, especially when the identities of the children are made known.

Monthly meetings of some 90 Directors and Supervisors of Special Education at the Regional Office of the Massachusetts Department of Education provide the opportunities for follow-up and dissemination of information. These meetings have been the springboard for each of us to exchange ideas and share programs and to offer aid. They provide the opportunities for all regional communities to explore, visit and observe our resource program.

APPENDIX

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

January 14, 1975

Mr. Lucian J. Colucci
Superintendent of Schools
525 Main Street
Wakefield, Massachusetts 01880

Dear Mr. Colucci:

The NOVA Program for Educational Leaders requires a practicum study involving a major school problem or concern.

Any problem which you consider of significant necessity and value but which cannot be conducted or prioritized by the schools would be appropriate. I am prepared to discuss the problem with you.

Upon approval by the NOVA practicum review committee, my efforts will be directed to address the problem, the resolution of which you feel will contribute to the improvement of education.

Sincerely,

Rudy A. Feudo

Rudy A. Feudo
Administrator of
Special Education

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Chap. 766. AN ACT FURTHER REGULATING PROGRAMS FOR CHILDREN REQUIRING SPECIAL EDUCATION AND PROVIDING REIMBURSEMENT THEREFOR.

Be it enacted, etc., as follows:

SECTION 1. The General Court finds that past development of special education programs has resulted in a great variation of services to children with special needs with some children having a greater educational opportunity than others in less favored categories or environments. The General Court further finds that past methods of labeling and defining the needs of children have had a stigmatizing effect and have caused special education programs to be overly narrow and rigid, both in their content and their inclusion and exclusion policies.

In the light of the policy of the commonwealth to provide an adequate, publicly supported education to every child resident therein, it is the purpose of this act to provide for a flexible and uniform system of special education program opportunities for all children requiring special education; to provide a flexible and non-discriminatory system for identifying and evaluating the individual needs of children requiring special education; requiring evaluation of the needs of the child and adequacy of the special education program before placement and periodic evaluation of the benefit of the program to the child and the nature of the child's needs thereafter; and to prevent denials of equal educational opportunity on the basis of national origin, sex, economic status, race, religion, and physical or mental handicap in the provision of differential education services.

This act is designed to remedy past inadequacies and inequities by defining the needs of children requiring special education in a broad and flexible manner, leaving it to state agencies to provide more detailed definitions which recognize that such children have a variety of characteristics and needs, all of which must be considered if the educational potential of each child is to be realized; by providing the opportunity for a full range of special education programs for children requiring special education; by requiring that a program which holds out the promise of being special actually benefits children assigned thereto; and by replacing the present inadequate and anti-equalizing formula for distribution of state aid for special education programs with an equalizing one which encourages cities, towns and regional school districts to develop adequate special education programs within a reasonable period of time.

Recognizing that professional services and resources must be made available to cities, towns and regional school districts on a regional basis if this act is to be implemented successfully, and within a reasonable period of time, this act strengthens and regionalizes the division of special education in the department of education and provides for and urges meaningful cooperation among agencies concerned with children with special needs.

Recognizing, finally, that present inadequacies and inequities in the provision of special education services to children with special needs have resulted largely from a lack of significant parent and lay involvement in overseeing, evaluating and operating special education programs, this act is designed to build such involvement through the creation of regional and state advisory committees with significant powers and by specifying an accountable procedure for evaluating each child's special needs thoroughly before placement in a program and periodically thereafter.

SECTION 2. Chapter 15 of the General Laws is hereby amended by adding after section 1L the following five sections: —

Section 1M. The powers and duties of the division of special education, established by section one F, shall include the following: (1) to regulate, consult with and assist school committees in the identification, classification, referral and placement of children requiring special education; (2) to regulate all aspects of, and assist with, the development of all special education programs supported in whole or in part by the commonwealth; (3) to coordinate the expertise of professionals from appropriate disciplines, both within and outside of the department and to be the coordinating agency for all state agencies providing educational assessment services and educational services to children requiring special education; (4) to compile data on, and to require all public schools and agencies and any private schools or agencies receiving any funds from the commonwealth to provide information relating to, all children requiring special education who reside in the commonwealth and on all available special education programs supported in whole or in part by the commonwealth; (5) to periodically review and analyze said data in order to evaluate said programs and to disseminate statistical data to any citizen or agency within the commonwealth upon request; provided, however, that records pertaining to individuals shall be kept confidential; (6) to develop public information programs regarding the nature and extent of special educational needs of children residing in the commonwealth and the availability of special education programs to meet those needs; (7) to develop and recommend to the board of education certification standards for educational personnel employed in special education programs and regulations to encourage greater use of ancillary personnel; (8) to cooperate with and assist public and private colleges and universities within the commonwealth in developing courses and programs best designed to prepare graduates to serve the educational requirements of children requiring special education; (9) to receive and investigate complaints and to conduct public and executive hearings with power of subpoena on behalf of an individual child or group of children receiving or requiring special education regarding any aspect of any special educational programs and to initiate its own investigation without a complaint; (10) to receive and allocate federal and state funds for programs for children requiring special education, subject to the priorities established by this section and chapter seventy-one B and such other additional priorities as may be established pursuant to section one P by the board of education; (11) to recommend to the board of education such rules, regulations and guidelines and to issue such directives as are necessary to carry out the purposes of sections one N to one Q, inclusive, and to execute other provisions of law relative to the administration of educational programs for children requiring or receiving special education; (12) to provide for the maximum practicable involvement of parents of children in special education programs in the planning, development, and evaluation of special education programs in the districts serving their children: (13) to approve the purchase, lease and maintenance of all special equipment for the instruction outside of the classroom of handicapped children for whom attendance in public school is not feasible and to regulate the conditions under which such a child may be considered so handicapped; (14) to investigate into and hold hearings upon prima facie denials of equal educational opportunities by reason of national origin, sex, economic status, race, religion, or physical or mental handicap of school aged children requiring special education as defined in section one of said chapter seventy-one B and thereafter issue such declaratory and injunctive orders as may be necessary to cure any actual denials of equal educational opportunities by reason of national origin, sex, economic status, race, religion, and physical or mental handicap of school aged children requiring special education; (15) to require public or private schools and educational agencies receiving any funds from the commonwealth to establish cost accounting and reporting procedures, forms, schedules, rates and audits in conformity with department standards; and to make reports to the department at such times, in such fashion and on such forms as the department may require; (16) to conduct or contract with any federal, state or private agency for the conduct of research and development projects designed to improve the quality of special education programs or increase the efficiency of such programs; (17) in the event of funding shortages, to allocate resources proportionately; (18) to provide for placement of children requiring special education into public schools or agency programs near their place of residence and to allow other placements in the event that suitable public programs or services can not be provided; (19) to take all steps, including but not limited to public hearings and investigations necessary to insure that state and local expenditures for special education provide the maximum feasible benefit to every child receiving or requiring special education; (20) to develop and recommend any appropriate parent or guardian counseling or educational programs which are deemed necessary for the educational development of a child with special needs; (21) to recommend to the board that it withhold funds for special education programs from cities, towns or school districts, private schools or agencies which do not comply with regulations or statutes related to special education programs or do not carry out plans for such compliance within a reasonable period of time provided; however, that nothing contained in this clause shall be construed to prevent the board from withholding state and federal funds to the extent it deems necessary as provided in section one G.

Section 1N. There shall be in the division of special education a sufficient number of bureaus to enable it to carry out its powers and duties under section one M, and the board of education, upon the recommendation of the commissioner of education and the associate commissioner for special education, shall appoint a director with experience in the education of children with special needs for each bureau. One bureau shall be responsible for holding hearings and conducting investigations pursuant to clauses (8), (13) and (18) of section one M, section one P and section three of chapter seventy-one B.

Section 1O. There shall be established in each of the department of education regional offices a regional branch of the division of special education. Each regional branch shall be headed by a director with experience in the education of children with special needs and who shall be appointed by the board of education upon the recommendations of the commissioner of education and the associate commissioner for special education. Said regional branch shall have the following functions: (1) to consult with and assist school committees in implementing the regulations, guidelines and directives of the department in the area of special education; (2) to directly assist school committees in identifying, diagnosing and evaluating children with special needs and in developing special education programs to meet their individual educational needs; (3) to approve all special education placements by school committees of children with special needs; (4) to assist and encourage the formation of joint agreements between two or more school committees for the provision of special education pursuant to section four of chapter seventy-one B; (5) to investigate and evaluate any special education program at the request of the department or on its own initiative; (6) to maintain a list and inform school committees of professional personnel within and without the region qualified to assess children with special needs pursuant to the provisions of section three of said chapter seventy-one B and to make such information available upon request to parents, guardians or persons with custody of such children; (7) to have such other responsibilities as may be delegated to it by the department.

Section 1P. There shall be established in each region a special education advisory council, hereinafter called the advisory council, consisting of at least sixteen members, appointed by the department in consultation with the director of said regional branch. At least eight of the members of an advisory council shall be parents who reside in the region, and whose children are enrolled in a special education program; provided, however, that no more than two parents on each such advisory council shall be parents of children who are not in public school day programs.

Each member shall be appointed for a term of three years. No member may be appointed for more than two consecutive terms. Each advisory council shall advise the regional branch regarding all aspects of special education programs within the region and shall submit a written report annually on the quality and adequacy of such programs to the state advisory commission established under section one Q. In addition to its other powers and duties, the advisory council shall hear and transmit to said state advisory commission, complaints and suggestions of persons interested in special education in the region. Members of each advisory council shall be granted access to special education programs and to information about such programs, subject to restrictions established by the board of education regarding confidentiality, and shall be assisted in carrying out their duties by the regional branch of the division of special education. Members of the advisory councils shall be reimbursed by the commonwealth for expenses necessarily incurred in the performance of their duties.

Section 1Q. There shall be established in the department a state advisory commission for special education, hereinafter called the commission.

Each special education advisory council established pursuant to section one P shall elect two representatives to the commission, at least one of whom shall be a parent or guardian whose child is receiving special education.

The commissioners of the departments of mental health, public health and public welfare shall each appoint a representative to serve as ex officio members of the commission. Members of the commission shall be reimbursed for expenses which are necessarily incurred in the performance of their duties. The commission shall annually submit a report to the department evaluating the quality and adequacy of special education programs in the commonwealth and recommending improvements in those programs. The department shall implement the recommendations of the commission or shall state in a written reply to said commission the reasons why such recommendations can not or should not be implemented. In such circumstances, the bureau responsible for hearing complaints and conducting investigations in the division of special education pursuant to section one N shall attempt to resolve the disagreement informally; provided, however, if a settlement cannot be reached the state board of education shall conduct public hearings to investigate the bases for the disagreement and resolve any dispute between the department and the commission.

SECTION 3. The second sentence of section 35 of chapter 41 of the General Laws, as appearing in section 2 of chapter 143 of the acts of 1937, is hereby amended by inserting after the word "officers", in line 3, the following words: — ; provided, however, reimbursements made to a city or town under section thirteen of chapter seventy-one B shall be made to the school committees of such cities and towns and shall be used for special education programs pursuant to said chapter seventy-one B without further appropriation.

SECTION 4. Section 53 of chapter 44 of the General Laws is hereby amended by striking out the first sentence and inserting in place thereof the following sentence: — All moneys received by any city, town or district officer or department, except as otherwise provided by section thirteen of chapter seventy-one B and by special acts and except fees provided for by statute, shall be paid by such officers or department upon their receipt into the city, town or district treasury.

SECTION 5. Subsection (*b*) of section 18A of chapter 58 of the General Laws is hereby amended by striking out paragraph (3), as most recently amended by section 3 of chapter 1005 of the acts of 1971, and inserting in place thereof the following paragraph: —

(3) On or before November twentieth, the reimbursement for the special education programs required to be paid by the commonwealth under chapters seventy-one A and seventy-one B.

SECTION 6. The third sentence of the second paragraph of section 7C of chapter 69 of the General Laws, as appearing in section 2 of chapter 403 of the acts of 1960, is hereby amended by striking out the words "of the mentally retarded", in line 5.

SECTION 7. The third sentence of the second paragraph of section 7D of said chapter 69, as appearing in chapter 702 of the acts of 1963, is hereby amended by striking out the words "of the mentally retarded", in line 4.

SECTION 8. Sections twenty-six to twenty-nine E, inclusive, and sections thirty-two to thirty-four, inclusive, of said chapter sixty-nine are hereby repealed.

SECTION 9. Paragraph (*c*) of section 2 of chapter 70 of the General Laws, as most recently amended by section 6 of chapter 871 of the acts of 1970, is hereby further amended by striking out the words, "for special classes for the physically handicapped and the mentally retarded", in lines 4 and 5.

SECTION 10. Sections forty-six to forty-six B, inclusive, sections forty-six D to forty-six F, inclusive, and sections forty-six H to forty-six M, inclusive, of chapter seventy-one of the General Laws are hereby repealed.

SECTION 11. The General Laws is hereby amended by inserting after chapter 71A the following chapter: —

CHAPTER 71B

CHILDREN WITH SPECIAL NEEDS

Section 1. The following words as used in this chapter shall, unless the context requires otherwise, have the following meanings: "Department", the department of education; "School age child", any person of ages three through twenty-one who has not attained a high school diploma or its equivalent; "School age child with special needs", a school age child who, because of temporary or more permanent adjustment difficulties or attributes arising from intellectual, sensory, emotional, or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning disabilities or any combination thereof, is unable to progress effectively in a regular school program and requires special classes, instruction periods, or other special education services in order to successfully develop his individual educational potential; "Regular education", the school program and pupil assignment which normally leads to college preparatory or technical education or to a career; "Special education", educational programs and assignments, namely special classes, programs or services designed to develop the educational potential of children with special needs including but not limited to educational placements of children by school committees, the departments of public health, mental health, and youth services and the division of family and children's services in accordance with the regulations of the department of education; "School age child requiring special education", any child with special needs who requires special education as determined in accordance with the regulations set forth by the department.

Section 2. The department shall promulgate, in cooperation with the departments of mental health, public health and welfare, regulations regarding programs for children with special needs including but not limited to a definition of special needs; provided, however, that such definition shall emphasize a thorough narrative description of each child's developmental potential so as to minimize the possibility of stigmatization and to assure the maximum possible development of a child with special needs, and, provided further, that such definition shall be sufficiently flexible to include children with multiple special needs. Children receiving or requiring special education shall be entitled to participate in any of the following programs: (1) additional direct or indirect instruction consultation service, materials, equipment or aid provided children or their regular classroom teachers which directly benefits children requiring special education; (2) supplementary individual or small group instruction or treatment in conjunction with a regular classroom program; (3) integrated programs in which children are assigned to special resource classrooms but attend regular classes to the extent that they are able to function therein; (4) full-time special class teaching or treatment in a public school building; (5) teaching or treatment at home; (6) full-time teaching or treatment in a special day school or other day facility; (7) teaching or treatment at a hospital; (8) teaching or treatment at a short or long term residential school; (9) occupational and pre-occupational training in conjunction with the regular occupational training program in a public school; (10) occupational and pre-occupational training in conjunction with full-time special class teaching in a public school building, at home, special day school or other day facility, hospital, or short or long-term residential school; (11) any combination or modification of programs (1) through (10) or other programs, services, treatments or experimental provisions which obtain the prior approval of the department.

Admission to such programs on the pre-school level at an earlier age than at which schooling is ordinarily provided shall be regulated by the department in conjunction with the departments of public health and mental health and shall be restricted to children with substantial disabilities who are judged by said departments to require such programming.

No child shall be assigned to a special education class unless it is first determined by an evaluation of the child's needs and the particular special education program that the child is likely to benefit from such program; periodically thereafter, and in no event less often than annually the child and his program shall be reevaluated to determine whether said child is benefiting from such program in accordance with the procedures set forth in section three. In the event that said program is not benefiting the child and that another program may benefit the child more, or said program has benefited the child sufficiently to permit reassignment, the child shall be reassigned, and in the event of consistent failure of a program to benefit children there assigned, the program shall be abolished or altered.

Section 3. In accordance with the regulations, guidelines and directives of the department issued jointly with the departments of mental health and public health and with assistance of the department, the school committee of every city, town or school district shall identify the school age children residing therein who have special needs, diagnose and evaluate the needs of such children, propose a special education program to meet those needs, provide or arrange for the provision of such special education program, maintain a record of such identification, diagnosis, proposal and program actually provided and make such reports as the department may require. Until proven otherwise every child shall be presumed to be appropriately assigned to a regular education program and presumed not to be a school age child with special needs or a school age child requiring special education.

No school committee shall refuse a school age child with special needs admission to or continued attendance in public school without the prior written approval of the department. No child who is so refused shall be denied an alternative form of education approved by the department, as provided for in section ten, through a tutoring program at home, through enrollment in an institution operated by a state agency or through any other program which is approved for the child by the department.

No child shall be placed in a special education program without prior consultation, evaluation, reevaluation, and consent as set forth and implemented by regulations promulgated by the department.

Within five days after the referral of a child enrolled in a regular education program by a school official, parent or guardian, judicial officer, social worker, family physician, or person having custody of the child for purposes of determining whether such child requires special education, the school committee shall notify the parents or guardians of such child in writing in the primary language of the home of such referral, the evaluation procedure to be followed, and the child's right to an independent evaluation at clinics or facilities approved by the department under regulations adopted jointly by the department and the departments of mental health and public health and the right to appeal from any evaluation, first to the department, and then to the courts.

Within thirty days after said notification the school committee shall provide an evaluation as hereinafter defined. Said evaluation shall include an assessment of the child's current educational status by a representative of the local school department, an assessment by a classroom teacher who has dealt with the child in the classroom, a complete medical assessment by a physician, an assessment by a psychologist, an assessment by a nurse, social worker, or a guidance or adjustment counselor of the general home situation and pertinent family history factors; and assessments by such specialists as may be required in accordance with the diagnosis including when necessary, but not limited to an assessment by a neurologist, an audiologist, an ophthalmologist, a specialist competent in speech, language and perceptual factors and a psychiatrist.

The department jointly with the departments of mental health and public health shall issue regulations to specify qualifications for persons assessing said child.

These departments through their joint regulations may define circumstances under which the requirement of any or all of these assessments may be waived so long as an evaluation appropriate to the needs of the child is provided.

Those persons assessing said child shall maintain a complete and specific record of diagnostic procedures attempted and their results, the conclusions reached, the suggested courses of special education and medical treatment best suited to the child's needs, and the specific benefits expected from such action. A suggested special education program may include family guidance or counseling services. When the suggested course of study is other than regular education those persons assessing said child shall present a method of monitoring the benefits of such special education and conditions that would indicate that the child should return to regular classes, and a comparison of expected outcomes in regular class placement.

If a child with special needs requires of a medical or psychological treatment as part of a special education program provided pursuant to this section, or if his parent or guardian requires social services related to the child's special needs, such treatment or services, or both, shall be made available, in accordance with regulations promulgated jointly by the departments of education, mental health, public health and public welfare in connection with the child's special education program. Reimbursement of the costs of such treatment or services or both shall be made according to the provisions of section thirteen.

Upon completion of said evaluation the child may obtain an independent evaluation from child evaluation clinics or facilities approved by the department jointly with the departments of mental health and public health or, at private expense, from any specialists.

The written record and clinical history from both the evaluation provided by the school committee and any independent evaluation, shall be made available to the parents, guardians, or persons with custody of the child. Separate instructions, limited to the information required for adequate care of the child, shall be distributed only to those persons directly concerned with the care of the child. Otherwise said records shall be confidential.

The department may hold hearings regarding said evaluation, said hearings to be held in accordance with the provisions of chapter thirty A. The parents, guardians, or persons with custody may refuse the education program suggested by the initial evaluation and request said hearing by the department into the evaluation of the child and the appropriate education program. At the conclusion of said hearing, with the advice and consultation of appropriate advisory councils established under section one P of chapter fifteen, the department may recommend alternative educational placements to the parents, guardians or persons with custody, and said parents, guardians and persons with custody may either consent to or reject such proposals. If rejected, and the program desired by the parents, guardian or person with custody is a regular education program, the department and the local school committee shall provide the child with the educational program chosen by the parent, guardian or persons with custody except where such placement would seriously endanger the health or safety of the child or substantially disrupt the program for other students. In such circumstances the local school committee may proceed to the superior court with jurisdiction over the residence of the child to make such showing. Said court upon such showing shall be authorized to place the child in an appropriate education program.

If the parents, guardians or persons with custody reject the educational placements recommended by the department and desire a program other than a regular education program, the matter shall be referred to the state advisory commission on special education to be heard at its next meeting. The commission shall make a determination within thirty days of said meeting regarding the placement of the child. If the parents, guardians or person with custody reject this determination, they may proceed to the superior court with jurisdiction over the residence of the child and said court shall be authorized to order the placement of the child in an appropriate education program.

During the course of the evaluations, assessments, or hearings provided for above, a child shall be placed in a regular education program unless such placement endangers the health or safety of the child or substantially disrupts such education program for other children.

No parent or guardian of any child placed in a special education program shall be required to perform duties not required of a parent or guardian of a child in a regular school program.

Within ten months after placement of any child in a special education program, and at least annually thereafter the child's educational progress shall be evaluated as set forth above. If such evaluation suggests that the initial evaluation was in error or that a different program or medical treatment would now benefit the child more, appropriate reassignment or alteration in treatment shall be recommended to the parents, guardians or persons having custody of the child. If the evaluation of the special education program shows that said program does not benefit the child to the maximum extent feasible, then such child shall be reassigned.

Evaluations and assessments of children and special education programs shall remain confidential and be used solely for the administration of special education in the commonwealth, including, but not limited to, inspection by the department and regional and state advisory councils to insure that every special education program does benefit the children there assigned.

Section 4. The school committee of any city, town or school district may, to meet its obligations under section three, with the approval of the department enter into an agreement with any other school committee to jointly provide special education or, subject to the consent of the parent or guardian affected thereby and subject to constitutional limitations, may enter into an agreement with any public or private school, agency, or institution to provide the necessary special education within the city, town or school district.

In the case of an agreement between school committees to jointly provide special education, said agreement shall designate one city, town or school district as the operating agent. Funds received by such operating agent from other cities, towns or school districts or appropriated by such operating agent for the purposes of such agreement, in addition to gifts and grants shall be deposited with and held as a separate account by its treasurer. The school committee may apply said funds to the costs of programs operated pursuant to the agreement without further appropriation.

Section 5. Any school committee which provides or arranges for the provision of special education pursuant to the provisions of section three shall pay for such special education personnel, materials and equipment, tuition, room and board, transportation, rent and consultant services as are necessary for the provision of such special education.

A school committee which incurs costs or obligations as a result of section five of chapter one hundred and seventy-one B of the General Laws, inserted by section eleven of this act, shall include within its budget for its fiscal year which includes September first, nineteen hundred and seventy-three, and annually thereafter, an amount of money to comply with the provisions of said chapter. Said amount shall be added to the annual budget appropriation for school purposes in each city or town and shall be a portion of the amount necessary in such city or town for the support of public schools for the purposes of, and enforceable pursuant to, section thirty-four of chapter seventy-one, notwithstanding any general or special laws or charter provisions which limit the amount of money that may be appropriated in any city or town for school purposes.

Section 6. School committees shall annually report to the department, pursuant to regulations promulgated by the department, the assignment by sex, national origin, economic status, race and religion, of children by age level to special education classes and the distribution of children residing in the district by sex, national origin, economic status, race and religion of children by age level. Within any school district if in any special education program there is a pattern of assignment throughout the district on the basis of sex, national origin, economic status, race or religion of the students which is substantially disproportionate from the distribution, the department shall notify such school district of its prima facie denial of equal educational opportunities. The department shall hold public hearings to investigate into such prima facie denial, at which hearings the local school district must show that such disproportion is necessary to promote a compelling education interest of the children affected and of the commonwealth. If the local school district fails to make such showing, a denial of equal educational opportunities shall be declared by the department and it shall order said district to submit a plan to eliminate such denial to be effective for the school year immediately following such declaration and order. If in the view of the department the plan submitted is inadequate, or if implementation of said plan proves inadequate, the department may request the attorney general to proceed to the superior court for all necessary injunctive and other relief. If such prima facie denial has continued without elimination for a period of two consecutive years in any school district, any person residing in such school district may bring suit in the superior court of his residence to determine whether there is such adequate justification for the prima facie denial, and in the event there is not, to obtain the necessary and appropriate injunctive or other relief.

Section 7. No results of standardized or local tests of ability, aptitude, attitude, affect, achievement, or aspiration may be used exclusively in the selection of children for referral, diagnosis, or evaluation. Such tests must be approved by the department in accordance with regulations issued by the board to insure that they are as free as possible from cultural and linguistic bias or, wherever necessary, separately evaluated with reference to the linguistic and cultural groups to which the child belongs.

Section 8. If a school age child with special needs attends a school approved by the department within or without the city or town of residence of the parent or guardian, the school committee of the town where the child resides may be required by the department to provide transportation once each day including weekends where applicable to and from such school while the child is in attendance. The city or town providing transportation under this section shall be reimbursed according to the provisions of section thirteen.

Section 9. The department, after consultation with the departments of mental health and public health, shall define the circumstances in which school committees may be required to provide special classes, instruction periods or other special education programs for school age children with special needs and shall provide standards for class size, curriculum, personnel and other aspects of special education for such children.

Section 10. The department may, on an annual renewal basis, upon the request of the parents or guardians and the recommendations of a local school committee and a regional branch of the division of special education, and with the approval of the secretary of educational affairs refer children requiring special education to any institution within or without the commonwealth which offers curriculum, instruction and facilities which are appropriate to the child's needs and which are approved by the department under regulations prescribed by the departments of education, mental health and public health. The curriculum at such an institution must for approval be equivalent, insofar as the department deems feasible, to the curriculum for children of comparable age and ability in the public schools of the commonwealth.

Before acting on said request the department shall determine the nature and extent of a child's special needs, shall require the local school committee and regional advisory council to prepare and submit plans detailing the time needed to establish facilities adequate for children with special needs in the city, town or school district where the child resides, and shall ascertain whether adequate facilities and instruction programs are available or when adequate facilities can be made available in the city, town or school district where the child with special needs resides. Until adequate facilities can be made available, such child shall be placed in the most adequate program available as determined by the department. The department shall further define by regulation the circumstances in which it shall be directly responsible for the placement of children in such special education programs, and by standards available to the public determine the methods and order of such placements; provided, however, that no child shall be denied access to any program operated by the department of mental health, public health or public welfare to which in the judgment of the operating department the child should be admitted.

The expenses of the instruction and support actually rendered or furnished to such children with special needs, including their necessary travelling expenses, whether daily or otherwise, but not exceeding ordinary and reasonable compensation therefor, may be paid by the commonwealth; but the department shall issue regulations jointly with the departments of mental health, public health, youth services and public welfare defining the circumstances in which the commonwealth shall bear all or part of such cost, the circumstances in which school committees shall be required to bear part or all of such cost, and the circumstances in which a parent or guardian may be required to reimburse the commonwealth for part or all of such cost; provided, however, that in no event shall the cost to the school committee for placement under this section be less than the average per pupil cost for pupils of comparable age within the city, town or school district; and, provided further, that in determining the cost to the parent or guardian, if any, no charge shall be made for any educational cost but only for support and care. In determining the cost to the parent or guardian the department shall apply criteria which take into account relative ability to pay.

The department shall direct and supervise the education of all such children, and the commissioner of education shall state in his annual report their number, the cost of their instruction and support, the manner in which the money appropriated therefor has been expended, to what extent reimbursed and such other information as he deems important.

Nothing contained herein shall affect the continued authority of the departments of mental health and public health over all non-educational programs and all treatment for residents or patients in institutions under their control.

Section 11. The department is hereby authorized to cooperate with cities and towns which establish recreation programs for school age children with special needs.

Such programs shall be under the direction and approval of the division of special education, and the department shall reimburse said cities and towns for one half of the cost thereof, including transportation of said children to and from the site of such program on each day said program is held. The department shall also fully reimburse a city or town in which said children are residents for the cost of transportation to and from recreation programs at any state facility whose recreation programs are approved by the department for the purposes of this section.

Section 12. The department shall establish and maintain a school department for school-age children in each institution under the control of the departments of mental health, public health and youth services which provides support and care for resident children with special needs, acting jointly with the department which has control over the particular institution; provided, however, that appropriations for the administration of said school departments shall be administered by the department of education.

Each such school department shall be administered by a director, appointed jointly by the commissioner of education and the superintendent of said institution.

Each such school department shall have such staff as the department and the department which administers the institution involved deem appropriate.

Such school departments shall operate pursuant to regulations established jointly by the department and the department which administers said institution. Nothing contained herein shall affect the continued authority of departments operating such institutions over all non-educational programs and all treatment for residents or patients in institutions under their control.

The director and staff of such school departments shall be employees of the department of education, which shall assume the costs of all aspects of the educational programs in such departments. Said school departments may operate twelve months of the year. The salaries of school department personnel shall be paid at a rate at least equivalent to that of the average statewide public school salaries for comparable personnel employed in the public schools, as adjusted to account for the longer school year in the school departments. The total employee benefits accruing to such personnel in vacation, sick leave, tenure, and retirement benefits shall be similarly comparable to those of public school personnel, as adjusted to account for the longer school year in the school departments. Nothing contained herein shall operate to remove from employment any educational personnel already employed by any institution now under the administration of the department of mental health, public health or youth services, or to reduce their salaries or other employee benefits.

The per capita expenditure on education programs in such school departments shall be equivalent to or higher than the average expenditure for special education programs in the public schools of the commonwealth less the average transportation costs. Said average expenditure shall be computed annually by the department of education.

The city, town or regional school district in which each school-age child in any institution described hereinabove would normally be eligible to attend school shall pay to the commonwealth the costs of the education of said child in the school department of said institution in an amount determined according to the regulations issued under section ten; provided, however, that said payment for each such child shall not be less than its average per pupil cost for pupils of comparable age within the said city, town or school district. The amount due the commonwealth each year shall be deducted from the annual distribution to said city, town or school district pursuant to section eighteen A of chapter fifty-eight.

Section 13. The cost of instruction, training and support, including the cost of special education personnel, materials and equipment, tuition, transportation, rent and consultant services, of the children in special classes, instruction periods or other programs provided under section three shall, for the amount by which such costs exceed the average per pupil expenditure of the city, town or school district for the education of children of comparable age, be reimbursed by the commonwealth to the city, town or school district as provided in section eighteen A of chapter fifty-eight; provided however, that the amount of such reimbursement for each special education pupil in the city, town or school district shall not exceed one hundred and ten per cent of the applicable state average expenditure for each special education pupil minus the state average expenditure per public school pupil. In determining the applicable state average expenditure for each special education pupil for the purposes of this section the department shall differentiate between types of programs on the basis of the amount of time a child requires special programs outside of the regular classroom to meet his particular needs and the ratio of personnel to pupils required for such programs. Such reimbursement shall be made only after approval and certification by the department that such expenditures are reasonable and that funds for such special education personnel, materials and equipment, tuition, transportation, rent and consultant services were actually expended and that such special education classes, instruction periods and other programs have met the standards and requirements prescribed by the department. The costs for each special education pupil shall be "reimbursable expenditures" within the meaning of chapter seventy, in an amount not to exceed the average per pupil expenditure for said city, town, or school district, and shall be reimbursed under said chapter.

The department shall reimburse a city or town in which a child resides who attends a clinical nursery school established under section twenty-seven of chapter nineteen or a child, who, because of insufficient classroom space in a clinical nursery school, attends a clinical nursery school, day care center or other institution for the care, education or treatment of retarded children conducted by an accredited school or college within the commonwealth, as provided in said section twenty-seven, or a retarded person who attends an educational, habilitational or day care program or facility of the department of mental health, as provided under section twenty-eight of said chapter nineteen, by paying one half of the cost of the transportation of each such child and the full cost of each such adult to and from such educational, habilitational or day care program or facility, as the case may be, one each day said school is in session.

Any reimbursements made to cities and towns under this section shall be made to the school committees of such cities and towns and shall be applied to the costs of programs provided for under this chapter without further appropriation.

Section 14. The state treasurer shall annually, on or before November twentieth, pay, under paragraph (3) of subsection (b) of section eighteen A of chapter fifty-eight, to any city or town or regional school district such sums as may be certified by the commissioner of education on account of special equipment purchased, leased and maintained or of classes or special instruction periods conducted as provided in section two.

SECTION 12. The first sentence of section 1 of chapter 76 of the General Laws, as amended by chapter 400 of the acts of 1950, is hereby further amended by inserting in line 22 after the word, "impracticable," the words, "subject to the provisions of section three of chapter seventy-one B".

SECTION 13. Said chapter 76 is hereby amended by striking out section 11 and inserting in place thereof the following section: —

Section 11. Any city or town which provides instruction to any child who is a resident of an institution and who was not theretofore a resident of such city or town may recover from the commonwealth the school expense incurred by reason of the school attendance of such child to be determined jointly by the school committee of such city or town and the department of education or, in case of their disagreement, by the probate court. The amount recoverable by a city or town under this section shall be limited to the annual per pupil cost of education as determined under section seven and no costs shall be reimbursed under this section which are reimbursable under section thirteen of chapter seventy-one B.

SECTION 14. The definition of "approved school projects" in section 5 of chapter 645 of the acts of 1948 is hereby amended by inserting after the second sentence the following sentence: — No school construction project shall be an approved school project unless and until the school building assistance bureau and the division of special education in the department of education are satisfied that adequate provisions have been made for children with special needs as defined in section one of chapter seventy-one B of the General Laws.

SECTION 15. The secretaries of the executive offices of human services and education shall jointly submit an annual report to the governor and the general court evaluating the success with which the departments under their administration have cooperated in the implementation of this act together with any recommendations for improving the ability of the commonwealth to meet the needs of children with special needs.

SECTION 16. A child who is in a special education program as of the effective date of this act shall be presumed to be appropriately assigned to said program until an evaluation pursuant to the provisions of section three of chapter seventy-one B of the General Laws, inserted by section eleven of this act, indicates that another program would benefit said child more.

SECTION 17. No child with special needs in a special education program on the effective date of this act shall be removed from said program he is in without the written consent of the parents, guardians, or persons with custody of said child.

SECTION 18. A school committee shall not be responsible for more than the average per pupil cost for pupils of comparable age within the respective city, town or school district as its share of the cost of continuing placement for those children with special needs enrolled in an institution with his tuition paid by the commonwealth as of the effective date of this act.

SECTION 19. Departments issuing regulations pursuant to chapter seventy-one B of the General Laws, inserted by section eleven of this act, shall make such regulations available at least six months prior to the effective date of the act for review by a committee appointed by the board of education for such purpose. Said committee shall be representative of the several types of institutions now serving children with special needs, both public and private, and shall include members experienced in providing educational services to the several existing categories of special needs. Said committee shall further include members who are parents of children with special needs, both in public programs and private programs, members who are regular classroom teachers, members who are teachers primarily of children with special needs and members representing any other groups directly affected by this act or having expertise in the implementation of programs for children with special needs. Said committee shall include for each statutory category of children with special needs on the effective date of this act at least one member knowledgeable and experienced in working with such category of children.

SECTION 20. The members of a regional special education advisory council, established by section two of this act, first created shall consist of five members appointed for a one year term, five members appointed for a two year term, and six members appointed for a three year term.

SECTION 21. The amount reimbursed to a city, town or school district under section thirteen of chapter seventy-one B of the General Laws, inserted by section eleven of this act, combined with reimbursements for special education programs under chapter seventy of the General Laws shall not be less than reimbursements for special education programs received for the fiscal year nineteen hundred and seventy-four, until and unless said city, town or school districts qualifies for a lesser amount after September first, nineteen hundred and seventy-nine.

SECTION 22. The provisions of this act are severable and if any provision shall be held unconstitutional by any court of competent jurisdiction, the decisions of such court shall not affect or impair any of the remaining provisions.

SECTION 23. This act shall take effect on September first, nineteen hundred and seventy-four. *Approved July 17, 1972.*

Chap. 767. AN ACT ESTABLISHING LIENS FOR MOTOR VEHICLE REPAIRMEN AND PROVIDING FOR THE PRIORITY OF SUCH LIENS AND FOR CERTAIN RIGHTS OF REPOSSESSION BY LIENORS AGAINST OWNERS OF MOTOR VEHICLES UNDER SUCH LIENS.

Be it enacted, etc., as follows:

Chapter 255 of the General Laws is hereby amended by striking out section 25, as appearing in the Tercentenary Edition, and inserting in place thereof the following section: —

Section 25. Persons maintaining public garages for the storage and care of motor vehicles brought to their premises or placed in their care

DEFINITIONS

Resource Room (Center)

An area within an elementary neighborhood district or secondary school staffed and equipped to provide services to any child with special needs for any segment of his (school) day. It is a service to bridge the gap between special and regular education.

CET - Core Evaluation Team - It's composition includes:

1. A chairperson who shall be designated by the Administrator of Special Education from among the members of the CET.
2. A registered nurse, or social worker with a master's degree in social work or a certified guidance or adjustment counselor.
3. A certified psychologist or one licensed to practice in Massachusetts.
4. A physician or his designee (another physician or a registered nurse.)
5. A certified or approved teacher who has recently had or currently has the child in a classroom or other teaching situation.
6. An administrative representative of the local school department.
7. A parent of the child.
8. The teacher who will be primarily responsible for teaching the child as soon as the identity of such teacher is known.
9. The primary person who will be assisting the teacher (8) in implementing the child's educational plan.

10. Upon the request of the child's parents and at their expense, any professional outside the school system who is currently working with such child.
11. Others as deemed necessary by the chairperson. Parental consent is required before requesting a specialist. Specialists must be certified, licensed or board-registered.

Full Core Evaluation

Assessments conducted by the full CET who shall meet to write the educational plan for the child who has been evaluated.

Intermediate Core Evaluation

Assessments conducted by less than the full CET but including parent and teacher.

Evaluation - Consists of the Following Assessments

a. Child's educational status - by administrator

b. Analysis of child's specific behavioral abilities

c. A statement of school readiness

d. A statement of child's behavioral adjustment, attentional capacity, motor coordination, activity levels and patterns, communication skills, memory and social skills -- assessments b - c - d by a certified teacher.

e. Health -- by physician.

f. Psychological -- by certified psychologist.

g. Home & family -- by nurse, guidance or adjustment counselor, social worker.

h. Additional specialists as requested.

Educational Plan

An individual plan written by the CET and the Administrator of Special Education which basically includes the following elements:

a. A specific statement of what the child can do.

b. A specific statement of what the child cannot do.

c. A statement describing the child's learning style.

d. A statement of what the child can reasonably be expected to achieve listed in order of priority with time frames.

e. A statement of types and amounts of services in terms of hours, periods or times per day or per week.

f. A statement of necessary materials and equipment.

g. A statement of whether services should be provided in a classroom setting, in a small group or on an individual basis.

Special Education

Everything which is required to be provided to a school age child in need of special services pursuant to his educational plan.

FORM: 01

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EVALUATION REFERRAL

Evaluation referral requires the completion of Forms 01, F-1 and F-3. If no information is available for a particular entry, enter NONE. Identification information is found in cum, class and health records.

CHILD'S NAME ______________________________

List teachers of child this current school year.

____

____

____

Intelligence Tests (List All)

Name and Form	Grade When Taken	Date Tested	I.Q.	Tested By

Achievement Test Summary: Test Battery Form Date Tested

____

	Vocab.	____		Map Reading	____
	Reading Comp.	____	W/S Skills	Graphs & Tables	____
Language	Spelling	____		Ref. Materials	____
	Caps.	____			
	Punctuation	____	Math	Math Concepts	____
	Usage	____		Probl. Solv.	____

Physical Factors -- (Data Obtained From Health Cards)

Eye Test	Passed	Failed	Date
Left			
Right			

Hearing Test

Left			
Right			

	Yes	No
Hearing Aid Worn	____	____
Glasses Worn	____	____
Speech Normal	____	____
Frequent Complaints of Illness	____	____
Frequently appears Tired	____	____
Appears in Poor Physical Condition	____	____

Summary of Services and Program Modifications Made by the School to Meet the Needs of this Child.

Year	Personnel	Type of Service	Amount of Time - Week or Day

Date teacher discussed this situation with the child's parents: ____________________.

Action taken by teacher toward control/solution of this situation: ____________________

Action taken by counselor toward control/solution of this situation: ____________________

Date principal was informed: ____________________

Action taken by principal: ____________________

Principal's Signature: ____________________ Date ____________

Received by SPED Office: ____________________ Date

Child is the: 1 2 3 4 5 6 7 8 9 10 Out of: 1 2 3 4 5 6 7 8 9 10 children. (Circle appropriate numbers.)

Attendance: (To Date of Referral)

Present ________ Absent ________

Teacher's Opinion Of: Conduct ________ Effort ________

Mark --- Good -- Fair -- Poor

Entered present grade _____ from another community: Date ______________

Community ______________

Entered present grade _____ from a private school: Date ______________

School ______________

Entered from a special needs class: Yes _____ No _____

Check Services:

	Receiving Now	Past	Date
Psychologist			
School Adjust. Coun.			
Remedial Reading			
Speech & Language			
Tutoring			
Guidance Counselor			
Learning Dis.			
Resource Room			

Does the student receive any other services? Name? (Example: Title I Program, Summer School, Remedial Program, etc.) ______________________________

Has the student been receving passing grades for this school year?

Yes _____ No _____

CET/766/F-1
page 1 of

CET #
1 2 3 4
(BY SPECIAL EDUCATION ADMINISTRATOR)

DATE RECEIVED
(BY SPECIAL EDUCATION ADMINISTRATOR)

REFERRAL FOR EVALUATION

1. STUDENT

NAME (last first middle)

BIRTH DATE
MONTH DAY YEAR

ADDRESS
no. street
city state zip code

AGE
YEARS MONTHS

TELEPHONE NUMBER
(area code) number

2. SCHOOL

NAME

ADDRESS
no. street
city state zip code

TELEPHONE NUMBER
(area code) number

GRADE/CLASS

CURRENT EDUCATIONAL PROGRAM

☐ REGULAR ☐ NONE ☐ SPECIAL NEEDS PROGRAM PROTOTYPE

3. PARENTS

NAME

ADDRESS
no. street
city state zip code

TELEPHONE NUMBER
(area code) number

LANGUAGE

☐ ENGLISH ☐ OTHER
specify

4. REFERRED BY

NAME (last first middle)

DATE

WORK ADDRESS
no. street
city state zip code

POSITION

IN WHAT CAPACITY DO YOU KNOW THE STUDENT?

TELEPHONE NUMBER (area code) number

HOW LONG HAVE YOU KNOWN STUDENT?
YEARS MONTHS

CET/766/F-1
page 2 of

CET # ☐☐☐☐☐☐☐☐☐☐☐
1 2 3 4

5. SPECIFIC REASONS FOR REFERRAL

(Please indicate the specific reasons and/or situations which make you feel that this student should have an evaluation.)

5.1

5.2

5.3

5.4

☐ CONTINUED ON NEXT PAGE
(attach extra sheet if needed)

6. ATTEMPTS TO RESOLVE

(Please indicate all attempts to resolve each of the above-listed reasons within the current educational program — this should include what was done, for how long and by whom. Please list this information by "REASON FOR REFERRAL" number.)

6.1

6.2

6.3

6.4

CET/766/F-3
page 1 of

CET # ☐☐☐☐☐☐☐☐☐☐☐
1 2 3 4

EDUCATIONAL STATUS AND HISTORY SUMMARY

1. A COPY OF THIS COMPLETED SUMMARY SHOULD BE RETURNED TO THE SPECIAL EDUCATION ADMINISTRATOR

BY ______________________
date

2. SUMMARY PREPARED BY ______________________ ______________________
name position in school

3. DATE OF REPORT ____________ ______ ______
month day year

4. EDUCATIONAL STATUS AND HISTORY SUMMARY (to be prepared in narrative form)

4.1 Statement of current status: state current program, teacher(s), objectives, and other supportive information

4.2 Overview of student's success with current program: strengths, physical constraints, learning style, etc.

4.3 Educational history: including types of programs, noninstructional intervention, transfers, instructional support services, medication, health, and any other previous referrals.

☐ CONTINUED ON NEXT PAGE
(attach extra sheet if needed)

5. SUMMARY OF EDUCATIONAL HISTORY

SCHOOL LOCATION	SCHOOL YEAR	TYPE OF PROGRAM	PROGRAM OBJECTIVES

6. COMMENTS

☐ CONTINUED ON NEXT PAGE
(attach extra sheet if needed)

7. SIGNATURE ______________________ DATE ____________
SCHOOL OFFICIAL (Principal, Headmaster, or Designee)

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

September 5, 1975

TO: Pupil Services Staff

FROM: Mr. Rudy A. Feudo

RE: Master Calendar - Meetings

Improved communications and exchange are not only mandated but are needed more than ever to understand and work under Chapter 766.

The schedule for each group is posted and chairmen will advise you of time and place. Chairmen are reminded to forward a brief written digest of individual meetings.

Total Staff Meetings will be held in the Atwell Library at 3:15 PM on the dates specified.

Agenda items may be submitted at any time prior to the meetings.

Group A - Guid. Jr. H. & Sr. H. - Mr. Dwyer
Group B - Psychologists and SAC - Mrs. Vinal
Group C - Speech & Resource (MR-ED) - Mr. Generazzo
Group D - LD & Reading - Mr. Sweeney
Group E - Nurses & Attend. Officer - Mrs. Schmidgall

Group Meeting Dates: 10-20-75, 11-17-75, 1-19-76, 2-9-76 & 4-12-76.

Total Staff Meeting Dates: 9-22-75, 12-15-75, 3-8-76 & 5-17-76.

cc: Mr. Colucci
All Principals

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

QUARTERLY PROGRESS REPORT

The Educational Plan For: ____________ Pupil ____________ School ____________ Grade

Includes:

_____	SAC Counseling	☐
_____	Speech	☐
_____	Vision	☐
_____	Physical Education	☐
_____	Learning Disability	☐
_____	Math	☐
_____	Typing	☐
_____	Other Areas (Specify)	☐

ATTAINMENT OF OBJECTIVES

Your child's progress in relation to his own ability and effort is marked as follows:

G -- Good Progress
P -- Some Progress
N -- Not Making Progress

Performance is marked as follows:

1 -- Consistently
2 -- Most of the time
3 -- Some of the time
4 -- Little of the time

****

EXAMPLE: _____ Speech G-1 = Good Progress - Consistently

Comments: ____

____

____

____

This report accurately states the student's educational status and attainment of objectives during the time period ____________ to ____________.

SIGNATURE: ______________________________ DATE: ____________
Liason

QUARTER 1 2 3 4

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

TO: Respondents

FROM: Mr. Rudy A. Feudo

RE: Evaluation/Survey

The Resource Center Program has been initiated in the Wakefield Public Schools to extend and improve services for our children with special needs.

Please complete and return the form to the SPED Office on or before February 12th, 1976.

All copies are confidential and require no identification or signature. I would appreciate your comments.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Resource Teachers/Aides)

	YES	NO
1. Are the facilities equivalent to the self-contained classrooms?		
2. Are there any noticeable positive changes in the attitudes of Resource Children?		
3. Do you feel Resource Children are gaining socially and are being accepted by their peers?		
4. Are you receiving cooperation and support from staff?		
5. Are behaviors disrupting any programs in the other classrooms?		
6. Are parents very supportive of the new Resource Program?		
7. Are more students making use of the Resource Center?		

8. Has outside behavior improved by allowing Resource Children to walk to school?

9. Would you prefer to return to a self-contained classroom program?

10. Do you have a positive attitude (good feeling) toward the new program?

11. Are there any changes which merit immediate consideration?

Your comments are welcomed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Ancillary Staff)

	YES	NO
1. Do you find the central Resource Area an improvement in providing your services?		
2. Are behaviors improved because of the presence of additional staff and students?		
3. Are children reluctant to come to the Resource Center?		
4. Are you able to provide services to a greater number of children?		
5. Are you or your services inhibited in any way by the Resource Center?		
6. Have you observed increased staff activity in the Center?		
7. Are there changes which merit immediate attention?		

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Administration)

	YES	NO
1. Do you feel the Resource Program is working?		
2. Do you feel that special needs students are receiving adequate services?		
3. Do you feel that regular staff are totally supportive of the Resource Program?		
4. Do you feel we are making more effective use of staff?		
5. Have parents responded favorably to the program?		
6. Have there been any adverse comments by parents of regular class children?		
7. Has mainstreaming created any conflicts in regular classrooms?		

8. Have there been any unusual disruptive behaviors by special needs students?

9. Are more students being referred to the Resource Center?

10. Are there any changes to consider or recommend at this time?

Your comments are welcomed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Transportation)

YES **NO**

1. Has the reduced transportation load effected an improvement in your bus schedule?

2. Has travel time been significantly reduced?

3. Are busses arriving on time?

4. Have behaviors improved with limited bussing?

5. Has special bus overtime been reduced or eliminated?

Your comments are welcomed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Parents of Resource Children)

	YES	NO
1. Do you prefer the services of the Resource Center for your child rather than the self-contained classroom?		
2. Does the placement seem appropriate at this time?		
3. Is your child integrated into general classes on a regular basis?		
4. Do you feel the program is satisfying his needs?		
5. Do you feel your child is content (happier) in this program?		
6. Have your contacts with Resource Staff and teachers been helpful and satisfactory?		

7. Do you have a positive attitude (good feeling) toward the new program?

8. Are there any changes you would recommend at this time?

Your comments are welcomed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Parents - Regular Program)

	YES	NO
1. Are you aware of the Resource Center Program for children with special needs?		
2. Do your children talk about new students in their classes?		
3. Have your children indicated in any way that they are pleased with the new students?		
4. Have you talked with your child's teacher about the new students?		
5. Do you feel that special needs children in the regular classroom reduces services to your child?		
6. Have you visited the Resource Center in your neighborhood?		

7. Are you aware that services of the Resource Center are available for your child?

Your comments are welcomed.

RESOURCE CENTER PROGRAM

EVALUATION/SURVEY

(Teachers - Regular Program)

	YES	NO
1. In your opinion are integrated children with special needs being accepted by their peers?		
2. Has their presence reduced your normal program in any way?		
3. Do you find it difficult working with special needs students?		
4. Do you feel the children are appropriately placed?		
5. Are you visiting the Resource Class regularly?		
6. Are the special needs students participating in your class activities?		
7. Do you feel sufficient information and orientation has been provided concerning your special needs children?		

8. Are you finding unusual behavior problems with special children?

9. Do you feel that the Resource Center is operating to your satisfaction?

10. Are there any changes you care to recommend to improve the program?

Your comments are welcomed.

The Commonwealth of Massachusetts

Department of Education

182 Tremont Street,

Boston, 02111

EDUCATIONAL PLAN

NAME ______________________________ DATE OF BIRTH ______________

ADDRESS ____

On the basis of the conference findings, and in light of the school's personnel and resources for dealing with the child's special educational needs, outline the educational plan recommended by the conference team, covering at least the following:

1. What type of educational facility? Regular Public School ______________________,

   Vocational-Technical School ______________________________,

   Private School ______________, Department of Mental Health Facility ______________,

   (If regular public school, complete as many items below as are appropriate.)

2. What regular class assignment is to be made? Grade ______________________,

   Teacher ______________________

   If "none", indicate here and explain ______________________________

   ____

   ____

3. Approximate percentage of time in regular classes and activities ______________

(For items 4–7, if space provided is not sufficient, attach additional sheet.)

4. In which activities and classes will child participate with regular class? What special help or planning needs to be arranged for these periods (consider special, social and academic needs)?

   ____

   ____

   ____

   ____

   ____

   ____

5. What special in-school programming is planned for outside of the regular classroom. Indicate academic area of special need, who will work with child, approximately how much time, in what framework (special class, individual tutoring, resource room, etc.)

6. What social aspects need to be promoted, provided for, avoided, etc. (with students, teachers, other adults, individual and group contact)? How will this be done?

7. What role can parents play? Consulting with school, help with homework, etc. Who is their main contact in the school?

8. What teacher is directly responsible for child's academic and social welfare at school? ____________

9. Name of the core evaluation team member designated as coordinator of this child's program. ____________ ____________. How are follow-up and review of the plan to be handled?

10. Other features or commens about the plan.

Signatures of Conference Participants

Medical Component

Home Component

Educational Component

Chairman

Psychological Component

Other Participants

Address of Conference Chairman: ____________

Date of Conference with Parent: ____________

RESPONSE OF PARENT – *Please check one*

1. ☐ I accept the educational plan outlined above.
2. ☐ I do not accept the educational plan outlined above.

Comments:

I understand that I may seek a second opinion of comparable evaluation as provided in the Regulations.

Signature of Parent of Guardian

Date

Please return to Conference Chairman at above address within 30 days.

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

November 7, 1975

TO: Mr. Lucian J. Colucci

FROM: Mr. Rudy A. Feudo

RE: Resource Center Proposal

I have prepared an informational packet for perusal by the School Board before the presentation at the December meeting.

The packet includes a listing of the schools individually and by districts, some rationales for introduction and the names of the pupils specifically included so that at the presentation the emphasis will be on students rather than numbers.

I have included notes on projected costs and a summary. I would appreciate a review with you to determine if sufficient data has been collated before the Board meets with us.

WAKEFIELD PUBLIC SCHOOLS
Wakefield, Massachusetts

November 10, 1975

TO: Mr. Lucian J. Colucci

FROM: Mr. Rudy A. Feudo

RE: Alternative Proposals for Improved
Application of Pupil Services
- A Reorganizational Plan -

The following proposals are respectfully submitted for consideration and application to each educational level; elementary, grade six, Junior High and Senior High outlining a plan to better meet the needs of children in an educationally sound and economically responsible manner in close observation and adherence to Chapter 766 regulations.

The thrust of the reorganization proposed is to provide both direct services and mainstreaming for children with special needs. Additionally, the impetus of Chapter 766 recommends integration to the maximum possible.

The alternative delivery system proposed is not unique. Variations exist in other communities conducted according to their biases.

Two proposals, by school district and by individual schools are recommended for consideration and/or adoption immediately. The proposals primarily keeps the needs of children foremost, and secondarily, will provide maximum services with minimum or no increase in costs.

The current pupil enrollment by name, special needs, by district and by schools are presented for your consideration and examination.

The Resource Center Proposals are submitted by district and by schools.

Tentative staffing is presented by district and by schools. Staffing and the Resource Unit will provide direct services to children with special needs within his neighborhood district or school.

The Resource Unit will be comprised of the Resource Teacher or Aide, Reading Teacher, Learning Disabilities Teacher, and serve as a service center for ancillary personnel, such as the Speech people, Adjustment Counselors, LD Physical Education Teacher, LD Typing Program, and at the secondary level, include the Health Educator.

CONSIDERATIONS

1. Proposals provide a Resource Unit in each district or in each school.

2. The child remains in his own district or neighborhood school.

3. Involvement of total current staff with SPED faculty.

4. Maximum integration and mainstreaming.

5. Pupils in Resource Unit as necessary, part or full time.

6. Bussing reduced or eliminated. Long bus rides discontinued.

    a. By schools, no bussing necessary.
    b. By district, minimal bussing.
    c. Bussing continued for physically handicapped and "trainables."

7. Possible release of Mini-Bus for other purposes in the school system.

8. Teacher or aide available at all times in every building or district.

    a. Crisis classroom for children with problems.

9. Resource room utilization for youngsters placed in prototype 502.9 (diagnostic program) for periods up to eight weeks.

10. Resource room utilization by all itinerant and ancillary staff. Under Chapter 766 regulations 508.1 and 508.2 — "programs shall be provided in rooms which are at least equal in all physical respects to the average standards of the rest of the public school" - "facilities shall be such as to maximize the integration of such children into the life of the school and to minimize the separation and stigmatization of such children."

11. Mr. Paxxxxxxx, Franklin School and Mr. Loxxxxxx, High School would continue with substantially separate classes under 502.4.

12. Tuitioned out pupils may be retained and their needs met within the system: i.e. Paxxxxxx, Stxxxxxx, O'Sxxx, Hixxxxx and others.

    a. Costs may equal out or reduce new staff expenditures.
    b. Tuitioned out expenditures exceed, $28,000.00.

ELEMENTARY SPED PUPILS

BY DISTRICT

(GREENWOOD) (Yeuell)	(MONTROSE) (Dolbeare)	(FRANKLIN) (Woodville)	(LINCOLN) (Hurd) (W. Ward)	(DOYLE) (Walton) (Warren - St.J.)
* 6-MR	* 3-MR	* 1-MR	* 4-MR	* 4-MR
x 2-ED	x 2-ED	x 0-ED	x 1-ED	x 0-ED
+ 20-LD	+ 17-LD	+ 20-LD	+ 23-LD	+ 20-LD

TOTAL: 123 Children

* * *

BY SCHOOLS

Greenwood - Yeuell		Montrose - Dolbeare		Franklin - Woodville	
* 3-MR	* 3-MR	* 1-MR	* 2-MR	* 1-MR	* 0-MR
x 0-ED	x 2-ED	x 2-Ed	x 0-ED	x 0-ED	x 0-ED
+ 17-LD	+ 3-LD	+ 7-LD	+ 10-LD	+ 11-LD	+ 9-LD

Lincoln - Hurd - W. Ward			Doyle - Walton - Warren - St. Jos.		
* 2-MR	* 2-MR	* o-MR	* 1-MR	* 2-MR	* 1-MR
x 0-ED	x 1-ED	x 0-ED	x 0-ED	x 0-ED	x 0-ED
+ 11-LD	+ 9-LD	+ 3-LD	+ 5-LD	+ 9-LD	+ 6-LD

TOTAL: 123 Children

* * *

1. * and x -- Children currently in 502.4 (substantially separate.) In three classes - two at Franklin and one at Montrose.

2. + -- Children maximally integrated. Services 2-3 times per week.

3. Lists do not include LD children in the Special P.E. and Typing areas.

4. Lists do not include Speech and Hearing, Visual or Deaf children.

5. List does not include trainable classes.

RESOURCE CENTER PROPOSALS

BY DISTRICT

(GREENWOOD - Yeuell)

* 6-MR
x 2-ED
+ 20-LD

Steets
Rossi
Tinel
Cleary (Aide)

Bussing: 5

(MONTROSE - Dolbeare)

* 3-MR
x 2-ED
+ 17-LD

Buchine
Clark
Cawley

Bussing: 2

(FRANKLIN - Woodville)

* 1-MR
x 0-ED
+ 20-LD

Kludjian
Scott
Morgan (Aide)

Bussing: 0

(LINCOLN - Hurd - West Ward)

* 4-MR
x 1-ED
+ 23-LD

Harris
Buckley
Peach
Barczak (Aide

Bussing: 3

(DOYLE - Walton - Warren (St. Jos.)

* 4-MR
x 0-ED
+ 20-LD

Natwig
Galvin
Partridge
Richardson (Aide)

Bussing: 3

Total 123 Children
Bussing Total 13

* *

1. Same application as proposals by schools.

2. Bussing would be limited to inter-district and reduced up to 90%.

3. District applications may result in a larger number of possible MR and ED children and necessitate a class situation where integration may be limited because of the number of classrooms.

4. District application and bussing still retains some stigma.

5. District application removes children from their peers and neighborhood benefits.

RESOURCE CENTER PROPOSALS

BY SCHOOLS (Elementary)

GREENWOOD	YEUELL	MONTROSE	DOLBEARE	FRANKLIN
Rossi - AM	Rossi - PM	Clark - AM	Clark - PM	Kludjian - AM
Tinel - PM	Tinel - AM	Cawley - PM	Cawley - AM	Scott - PM
Barczak, Aide	Natwig	Richardson, Aide	Cleary, Aide	Steets

WOODVILLE	LINCOLN	HURD	W. WARD	DOYLE
Kludjian - PM	Buckley - AM	Buckley - PM	Buckley - PM	Galvin - PM
Scott - AM	Harris - PM	Harris - AM	Harris - AM	Partridge - AM
Morgan, Aide	Buchine	*Aide	*Aide	*Aide

WALTON	WARREN
Galvin - AM	Galvin - AM
Partridge - PM	Partridge - PM
*Aide	*Aide

* Aides - New

* *

1. Organization provides for special needs within the neighborhood school.
2. Teachers and/or aides available at all times for any youngster with problems.
3. Plan totally eliminates bussing for all but the physically handicapped.
4. Cost for additional aides may be borne by comparable savings effected by transportation costs and state reimbursements.
5. Resource Center can be used as a diagnostic center or transition class.
6. Youngsters may spend part or all day in the center.
7. Area will provide a working facility for ancillary personnel.
8. Resource Teachers will be responsible for individual programs of children.

PROPOSALS REVIEW

I Proposal A - By District

1. Re-assignment of Elementary SPED Staff

   5 Reading Teachers
   5 Elementary LD Teachers
   3 Resource (SPED) Teachers
   3 Resource (SPED) Aides

2. Inter-district Bussing

   Two SPED Busses must continue

3. Larger number of children per district may develop into additional SPED classes, i.e. 5-8 children.

4. No immediate increase in costs unless #3 applies.

II Proposal B - By Schools

1. Re-assignment of Elementary SPED Staff (indicated above)

2. 5 additional classroom tutorial aides necessary.

3. Eliminates need for second bus.

4. All schools would have Resource Room services available to meet the needs of all children.

* * *

The Mini-Bus is currently used in the lunch program, field trips and return trips for St. Joseph's kindergarten.

Consideration of the use of a carry-all van for the individual use of the school lunch program is under review.

COST ANALYSIS

Proposal B - By Schools

A. Proposal eliminates need for second bus and driver.

B. Proposal recommends 5 additional tutorial aides.

A. Bus and Driver

1.	Retire Mini-Bus			
2.	Eliminate Driver's Salary	$8873.00 - 50% Reimb.	$4437.00	
3.	Eliminate purchase of new bus (budget approved)		15000.00	
			$19437.00	TOTAL
4.	Additional expenses such as insurance, oil, gas, etc. not included but entail savings.			

B. Aides (Current Salary)

1.	5 aides @ $2.49/hour	$14940.00	
	50% Reimb.	7470.00	7470.00
2.	6 hrs/day 30 hr/week 40 week/year		
		Actual Savings:	$11967.00

C. Aides (New Salary Proposal)

1.	5 aides at $5000.00 each		$19437.00
	50% Reimb. - $25000.00 per year		12500.00
		Actual Savings:	$ 6937.00

ATWELL - RESOURCE CENTER PROPOSAL

All SPED services except Reading are to be provided in this Resource Unit.

Staff Considerations

LD Teacher	(New)
Generic Teacher	(New)
Aide	(New)

Staff Services Available:

LD Typing Teacher
LD Physical Education Teacher
Speech and Hearing Clinician
School Adjustment Counselor

* *

1. Adjoining classrooms will facilitate services.

2. Home base provision for all Atwell special needs students.

3. Diagnostic program area as recommended by Chapter 766.

4. Maximal integration as possible.

5. Increased and improved educational services as prescribed by the Core Evaluation Team:

   a. 1-1 tutoring
   b. group services
   c. maximum exposure to ancillary personnel

6. All costs reimbursable to town up to 110% of the average costs in each program category under Chapter 766.

Current Enrollment

* 0-MR
x 3-ED
+ 21-LD

N.B. Additional Trainable Class (substantially separate) may be necessary because of chronological age requirements and increase of numbers.

JUNIOR HIGH - RESOURCE CENTER PROPOSAL

All SPED services except Reading are to be provided in this Resource Unit.

Current Staff

A. Gxxx	(MR-ED)
G. Cxxx	(LD)
R. Dxxx	(SAC)
J. Txxx	(LD-Type)
E. Wxxx	(Health Ed.)
E. Cxxx	(Aide)

Additional Services:

Speech and Hearing
LD Physical Ed.
Guidance Counseling

N.B. Possible need for additional staff based upon evaluation of current integration practices.

* *

1. Adjoining areas to facilitate services.

2. Home base provision for all special needs pupils.

3. Diagnostic program area as recommended by Chapter 766.

4. Increased and improved educational services as prescribed by the Core Evaluation Team:

   a. 1-1 tutoring
   b. group services
   c. maximum exposure to ancillary personnel

Current Enrollment

* 6-MR
x 23-ED
+ 27-LD
xx 1-Aphasic

HIGH SCHOOL - RESOURCE CENTER PROPOSAL

All SPED services except Reading and the Trainable class are to be located and provided in the Resource Unit.

Current Staff

T. Fxxx	(MR-ED)
R. Txxx	(LD-MR)
J. Txxx	(LD-Type)
E. Wxxx	(Health-ED)
J. Mxxx	(SAC)
D. Rxxx	(Aide)

Additional Services:

Speech and Hearing
LD-Phys. Ed.
Guidance Counseling

* *

1. Adjoining areas to facilitate services.
2. Home base provision for all special needs students.
3. Diagnostic area as provided by Chapter 766.
4. Maximum integration as possible.
5. Increased and improved educational services as prescribed by the Core Team.

Current Enrollment

* 9-MR
x 32-ED
+ 22-LD

* *

Trainable class is not included by enrollment or in resource area.

Trainable class should be located proximal to an area easily accessible to transportation, lavoratories and exits.

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EFFECTIVE: September 3, 1975

ELEVATOR BUS SCHEDULE

TIME	STOP	TEL. NO.	PUPIL	DESTINATION
*6:45	8 Waxxx St. (FRI. ONLY)	245-0xxx	Crxxx Moxxx	High School
*6:50	19 Coxxx St. (FRI. ONLY)	245-4xxx	Paxxx Coxxx	High School
7:00	LEAVE HIGH SCHOOL PUPILS			
7:30	11 Gexxx St.	245-8xxx	Laxxx Maxxx	Montrose
7:33	32 Pixxx St.	245-3xxx	Maxxx Ruxxx	Franklin
7:35	64 Maxxx Ave.	245-5xxx	Tixxx Stxxx	Franklin
7:38	87 Grxxx Ave.	245-7xxx	Toxxx Ohxxx	Franklin
7:41	17 Laxxx St.	245-9xxx	Daxxx Coxxx	Montrose
7:44	3 Pixxx Rixxx Rd.	665-4xxx	Bexxx Dexxx	Franklin
7:47	5 Lixxx St.	245-8xxx	Mixxx Saxxx	Montrose
7:50	89 Myxxx Ave.	245-0xxx	Thxxx Clxxx	Franklin
*7:53	8 Waxxx St. (MON.- THURS.)	245-0xxx	Crxxx Moxxx	High School
7:58	28 Roxxx St.	245-2xxx	Maxxx Auxxx	Franklin
*8:01	19 Coxxx St. (MON.-THURS.)	245-4xxx	Paxxx Coxxx	High School
8:04	LEAVE HIGH SCHOOL PUPILS			
8:07	36 Woxxx Rd.	245-1xxx	Chxxx Brxxx	Montrose
8:11	34 Baxxx St.	245-6xxx	Chxxx Buxxx	Franklin
8:14	221 Alxxx St.	245-9xxx 246-1xxx	Lixxx Haxxx	Franklin
8:17	41A Goxxx St.	245-5xxx	Mixxx Moxxx	Franklin
8:20	95 Chxxx St.	245-2xxx	Roxxx Nixxx	Montrose
8:24	51 Puxxx Ave.	944-5xxx	Rixxx Dexxx	Franklin

8:28	17 Edxxx Ave.	245-1xxx	Moxxx Caxxx	Franklin
8:31	7 Wixxx St.	245-9xxx	Lexxx Anxxx Bix	Franklin
8:34	307 Noxxx Ave.	245-6xxx	Alxxx Mcxxx	Franklin
8:37	19 Pexxx St.	LEAVE FRANKLIN PUPILS		
8:40	19 Pexxx St.	246-0xxx	Dexxx Mcxxx	Montrose
8:44		LEAVE MONTROSE PUPILS		
*8:48	217 Saxxx St. (WED.&THURS.)	245-6xxx	Anxxx Vaxxx	Triangle Scl. 146 Lawrence St. Malden
*9:15	217 Saxxx St. (MON.-TUES.-FRI.)	245-6xxx	Anxxx Vaxxx	High School
9:20	32 Rexxx Rd.	944-2xxx	Anxxx Kuxxx	High School
9:25	202 Plxxx St.	245-3xxx	Anxxx Doxxx	High School
9:30		LEAVE HIGH SCHOOL PUPILS		
11:00	38 Grxxx St.	245-4xxx	Maxxx Kexxx	Jr. High
11:10		LEAVE JR. HIGH PUPIL		
11:30	22 Thxxx Rd.	245-5xxx	Saxxx Coxxx	High School
11:40	75 Vaxxx St.	246-0xxx	Haxxx Kaxxx	High School
11:45		LEAVE HIGH SCHOOL PUPILS		

* * *

ELEVATOR BUS RETURN TRIP

TIME	DESTINATION	PUPIL
12:00	PICK-UP HIGH SCHOOL	
12:05	19 Coxxx St.	Paxxx Coxxx
12:10	8 Waxxx St.	Crxxx Moxxx
1:30	PICK-UP HIGH SCHOOL	
1:35	32 Rexxx Rd.	Anxxx Kuxxx
1:40	202 Plxxx St.	Anxxx Maxxx Doxxx

2:05	PICK-UP MONTROSE	
2:08	19 Pexxx St.	Dexxx Mcxxx
2:15	PICK-UP FRANKLIN	
2:18	11 Gexxx St.	Laxxx Maxxx
2:21	32 Pixxx St.	Maxxx Ruxxx
2:23	64 Maxxx St.	Tixxx Stxxx
2:25	87 Grxxx Ave.	Toxxx Ohxxx
2:27	17 Laxxx St.	Daxxx Coxxx
2:30	3 Pixxx Rixxx Rd.	Bexxx Dexxx
2:32	5 Lixxx St.	Mixxx Saxxx
2:35	89 Myxxx Ave.	Thxxx Clxxx
2:38	28 Roxxx St.	Maxxx Auxxx
2:42	36 Woxxx Rd.	Chxxx Brxxx
2:45	34 Baxxx St.	Chxxx Buxxx
2:47	221 Alxxx St.	Lixxx Haxxx
2:50	41A Goxxx St.	Mixxx Moxxx
2:52	95 Chxxx St.	Roxxx Nixxx
2:55	307 Noxxx Ave.	Alxxx Mcxxx
2:58	7 Wixxx St.	Lexxx Anxxx Bixxx
3:00	17 Edxxx Ave.	Moxxx Caxxx
3:03	51 Puxxx Ave.	Rixxx Dexxx
*3:30	PICK-UP TRIANGLE SCL. MONDAY & FRIDAY	
4:00	217 Saxxx St.	Anxxx Vaxxx
4:45	PICK-UP HIGH SCHOOL	

4:50	75 Vaxxx St.	Haxxx Kaxxx
4:55	22 Thxxx Rd.	Saxxx Coxxx
5:30	PICK-UP VOKE SCHOOL	
5:35	38 Grxxx St.	Maxxx Kexxx

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EFFECTIVE: September 3, 1975

MINI-BUS SCHEDULE

TIME	STOP	TEL. NO.	PUPIL	DESTINATION
7:30	381 Waxxx St.	245-0xxx	3 Coxxx Chldn.	St. Joseph's
7:32	503 Waxxx St.	245-4xxx	Stxxx Wixxx	St. Joseph's
7:33	509 Waxxx St.	245-8xxx	Roxxx Coxxx	FRanklin
7:36	68 Prxxx St.	245-6xxx	2 Joxxx Chldn. Evxxx Prxxx	St. Joseph's
7:38	31 Prxxx St.	245-1xxx	2 Sixxx Chldn.	Franklin
7:41	2 Baxxx Rd.	245-2xxx	Roxxx Gexxx	Jr. High
7:45	395 Saxxx St.	245-1xxx	2 Elxxx Chldn.	St. Joseph's
7:47	281 Saxxx St.	245-1xxx	Phxxx Pexxx	St. Joseph's
7:49	48 Saxxx St.	245-7xxx	Shxxx Mixxx	Franklin
7:52	LEAVE ST. JOSEPH'S PUPILS			
7:57	11 Laxxx Dr.	245-6xxx	Rexxx Saxxx	Franklin
8:00	21 Haxxx Rd.	245-7xxx	Lixxx Osxxx	Franklin
8:03	20 Coxxx St.	245-3xxx	Jaxxx Prxxx	Franklin
8:07	60 Woxxx Dr.	245-3xxx	Joxxx Frxxx	Franklin
8:09	38 Woxxx Dr.	245-4xxx	Roxxx Shxxx	Franklin
8:11	18 Roxxx Rd. (MON. ONLY)	245-3xxx	Dexxx Grxxx	Jr. High
8:14	49 Plxxx St.	245-5xxx	Maxxx Caxxx	Franklin
8:16	18 Emxxx St.	245-8xxx	Paxxx Brxxx	Jr. High
8:18	36 Crxxx St.	245-6xxx	7 Comm. Group	Jr. High
8:21	27 Jexxx Rd.	245-7xxx	Lyxxx Dixxx	Franklin
8:23	59 Rixxx St.	245-4xxx 245-0xxx	Mixxx Pixxx	Jr. High

8:25	25 Vaxxx St.	245-0xxx	Edxxx Maxxx	Jr. High
8:27	LEAVE FRANKLIN PUPILS			
8:29	8 Mexxx Rd.	245-5xxx	Dixxx Vexxx	Woodville
8:32	65 Oaxxx St.	245-0xxx	Haxxx Mcxxx	Jr. High
8:34	229 Oaxxx St.	245-7xxx	Paxxx Rexxx	Jr. High
8:36	50 Olxxx Naxxx Rd.	245-1120	Alxxx Kaxxx	Jr. High
8:39	LEAVE ALL JR. HIGH PUPILS AT BACK			
8:41	LEAVE WOODVILLE PUPIL			

* * *

MINI-BUS RETURN TRIP

TIME	DESTINATION	PUPIL
2:10	PICK-UP JR. HIGH	Maxxx Kexxx
2:15	Voke High School	Maxxx Kexxx
2:30	PICK-UP FRANKLIN	
2:35	27 Jexxx Rd.	Lyxxx Dixxx
2:38	49 Plxxx St.	Maxxx Caxxx
2:41	38 Woxxx Dr.	Roxxx Shxxx
2:43	60 Woxxx Dr.	Joxxx Frxxx
2:48	20 Coxxx St.	Jaxxx Prxxx
2:51	21 Haxxx Rd.	Lixxx Osxxx
2:55	11 Laxxx Dr.	Rexxx Saxxx
2:58	48 Saxxx St.	Shxxx Mixxx
3:00	31 Prxxx St.	2 Sixxx Children
3:05	PICK-UP JR. HIGH	
3:06	2 Baxxx Rd	Roxxx Gexxx
3:08	18 Roxxx Rd. (MON. ONLY)	Dexxx Grxxx

3:11	18 Emxxx St.	Paxxx Brxxx
3:14	PICK-UP ST. JOSEPH'S	
3:17	381 Waxxx St.	3 Coxxx Children
3:19	503 Waxxx St.	Stxxx Wixxx
3:20	509 Waxxx St.	Roxxx Coxxx
3:23	65 Oaxxx St.	Haxxx Mcxxx
3:26	229 Oaxxx St.	Paxxx Rexxx
3:30	50 Olxxx Naxxx Rd.	Alxxx Kaxxx

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EFFECTIVE: January 5, 1976

TIME	STOP	TEL. NO.	PUPIL	DESTINATION
7:00	59 Rixxx St.	245-4xxx	Mixxx Pixxx	High School
7:03	36 Crxxx St.	245-6xxx	7 Comm. Group	High School
7:06	2 Baxxx Rd.	245-2xxx	Roxxx Gexxx	High School
7:10	22 Thxxx Rd.	245-5xxx	Saxxx Coxxx	High School
7:15	202 Plxxx St.	245-3xxx	Anxxx Doxxx	High School
7:23	32 Rexxx Rd.	944-2xxx	Anxxx Kuxxx	High School
7:27	26 Chxxx St.	245-6xxx	2 Comm Group	High School
7:32	LEAVE HIGH SCHOOL PUPILS			
7:37	3 Pixxx Rixxx Rd.	665-4xxx	Bexxx Dexxx	Atwell
7:40	185 Oaxxx St.	245-5xxx	Chxxx Trxxx	Atwell
7:42	509 Waxxx St.	245-8xxx	Roxxx Coxxx	Atwell
7:47	48 Saxxx St.	245-8xxx	Shxxx Mixxx	Atwell
7:51	38 Woxxx Dr.	245-4xxx	Roxxx Shxxx	Atwell
7:54	21 Haxxx Rd.	245-7xxx	Lixxx Osxxx	Atwell
8:00	LEAVE ATWELL PUPILS			
8:05	117 Grxxx St.	245-5xxx	Suxxx Mcxxx	Greenwood
8:10	89 Myxxx Ave.	245-0xxx	Thxxx Clxxx	Greenwood
8:15	LEAVE GREENWOOD PUPILS			
8:25	217 Saxxx St.	245-6xxx	Anxxx Vaxxx	Triangle Wkshp. Malden
9:00	LEAVE TRIANGLE WORKSHOP 146 LAWRENCE ST., MALDEN, 322-6xxx			
9:45	38 Grxxx St.	245-4xxx	Maxxx Kexxx	Jr. High
9:50	LEAVE JR. HIGH PUPIL			

NB

10:00 Tues. & Wed. ONLY - Pick-up Pexxx Byxxx, High School
Take to Noxxx Ave. Train Station

10:23 Thursday ONLY - Pick-up Hexxx Soxxx, High School
Take to 34 Esxxx St.

* *

ELEVATOR BUS RETURN TRIP

TIME	DESTINATION	PUPIL
11:10	PICK-UP HIGH SCHOOL	Hexxx Soxxx (M-T-W-F)
11:25	34 Esxxx St.	Hexxx Soxxx
12:00	PICK-UP HIGH SCHOOL	Workshop Group
12:10	Foxxx St., Workshop	
12:25	34 Chxxx St. to Franklin	Joxxx Cuxxx
1:50	PICK-UP HIGH SCHOOL	Loxxx Class ONLY
1:55	59 Rixxx St.	Mixxx Pixxx
2:00	36 Crxxx St.	Comm Group A
2:05	2 Baxxx Rd.	Roxxx Gexxx
2:09	26 Chxxx St.	Comm. Group B
2:12	PICK-UP ATWELL & JR. HIGH	
2:20	509 Waxxx St.	Roxxx Coxxx
2:28	PICK-UP HIGH SCHOOL	
2:31	185 Oaxxx St.	Chxxx Trxxx
2:34	48 Saxxx St.	Shxxx Mixxx
2:38	22 Thxxx Rd.	Saxxx Coxxx
2:41	38 Woxxx Dr.	Roxxx Shxxx
2:43	21 Haxxx Rd.	Lixxx Osxxx

2:45	202 Plxxx St.	Anxxx Maxxx Doxxx
2:48	28 Moxxx Ave. (245-6xxx)	Mixxx Fexxx
2:51	32 Rexxx Rd.	Anxxx Kuxxx
3:00	3 Pixxx Rixxx Rd.	Bexxx Dexxx
3:08	PICK-UP FRANKLIN To 34 Chxxx St.	Joxxx Cuxxx
3:30	PICK-UP TRIANGLE SCHOOL	Anxxx Vaxxx
4:00	217 Saxxx St.	Anxxx Vaxxx

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EFFECTIVE: January 5, 1976

MINI BUS

TIME	STOP	TEL. NO.	PUPIL	DESTINATION
7:30	64 Maxxx Ave.	245-5xxx	Tixxx Stxxx	Franklin
7:33	12 Grxxx Rd.	245-8xxx	Alxxx Blxxx	Franklin
7:38	7 Pexxx St.	245-1xxx	Nixxx Wixxx	Franklin
7:40	42 Plxxx St.	245-5xxx	Maxxx Caxxx	Franklin
7:42	23 Eaxxx St.	245-6xxx	Joxxx Moxxx	Franklin
7:43	25 Caxxx St.	245-7xxx	Edxxx Hoxxx	Franklin
7:46	6 Pexxx Cir.	246-0xxx	Doxxx Mexxx	Franklin
7:48	60 Woxxx Dr.	245-3xxx	Joxxx Frxxx	Franklin
7:50	46 Woxxx Rd.	245-8xxx	Wixxx Foxxx	Montrose
7:53	11 Laxxx Dr.	245-6xxx	Rexxx Saxxx	Franklin
8:00	51 Puxxx Ave.	944-5xxx	Rixxx Dexxx	Franklin
8:02	60 Rexxx Rd.	944-5xxx	Laxxx Haxxx	Walton
8:04	8 Moxxx Rd.	246-0xxx	Saxxx Paxxx	Franklin
8:06	LEAVE WALTON PUPIL			
8:10	221 Alxxx St.	246-1xxx	Lixxx Haxxx	Franklin
8:13	34 Baxxx St.	245-6xxx	Chxxx Buxxx	Franklin
8:18	6 Bexxx Cir.	245-7xxx	Lyxxx Dixxx	Franklin
8:22	LEAVE FRANKLIN PUPILS			
8:27	8 Roxxx St.	245-2xxx	Boxxx Caxxx	Hurd
8:30	120 Saxxx St.	245-8xxx	Scxxx Duxxx	Dolbeare
8:35	LEAVE MONTROSE PUPIL			

8:38 LEAVE DOLBEARE PUPIL

8:40 LEAVE HURD PUPIL

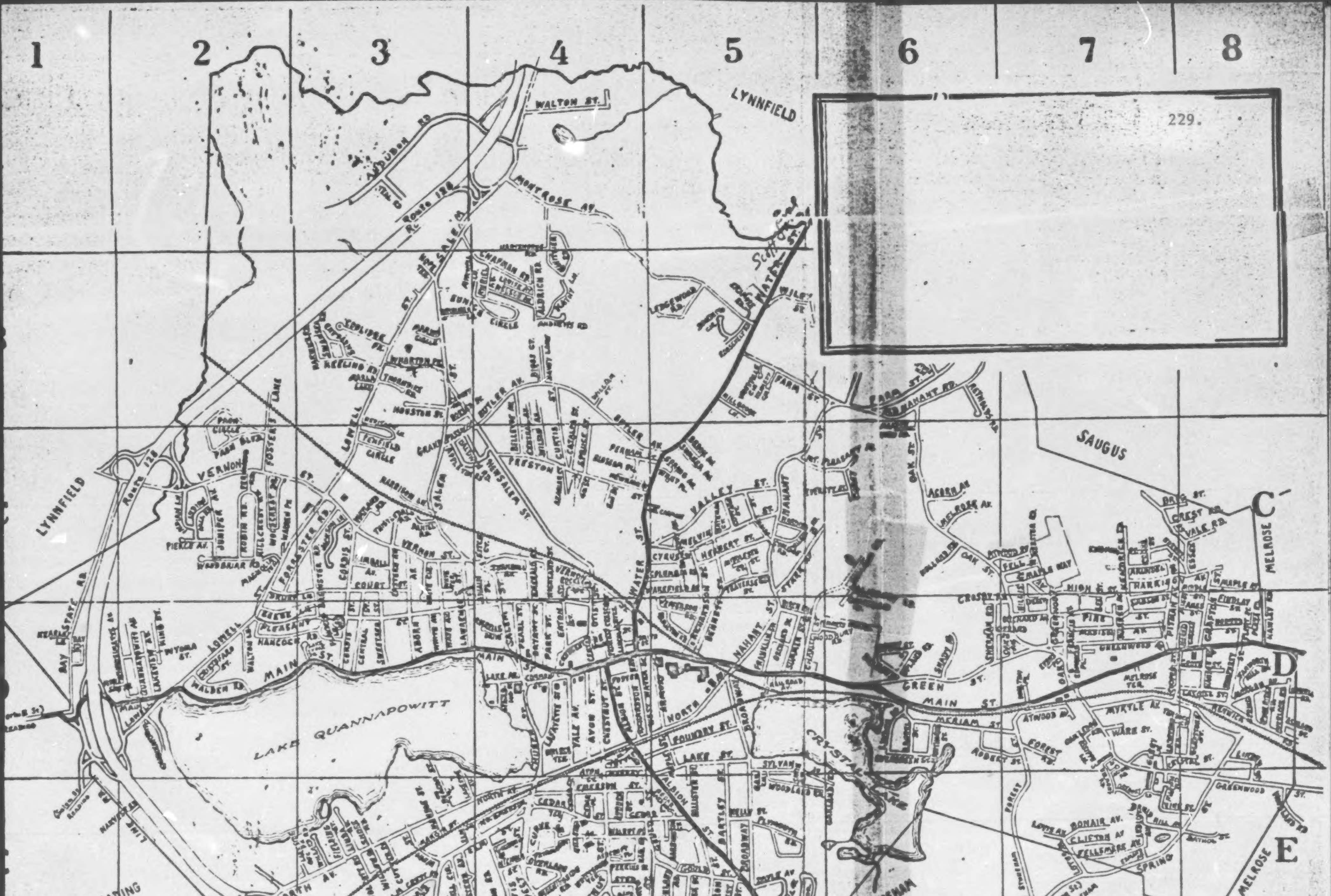
8:50 LEAVE FRANKLIN PUPIL

* *

MINI-BUS RETURN TRIP

TIME	DESTINATION	PUPIL
2:00	PICK-UP JR. HIGH	Maxxx Kexxx
2:05	Voke High School	Leave Maxxx Kexxx
2:30	PICK-UP FRANKLIN	
2:36	64 Maxxx Ave.	Tixxx Stxxx
2:38	12 Grxxx Rd.	Alxxx Blxxx
2:44	6 Bexxx Cir.	Lyxxx Dixxx
2:46	7 Pexxx St.	Nixxx Wixxx
2:47	23 Eaxxx St.	Joxxx Moxxx
2:48	42 Plxxx St.	Maxxx Caxxx
2:49	25 Caxxx St.	Edxxx Hoxxx
2:50	6 Pexxx Cir.	Doxxx Mexxx
2:53	60 Woxxx Dr.	Joxxx Frxxx
2:55	PICK-UP DOLBEARE	Scxxx Duxxx
2:57	11 Laxxx Dr.	Rexxx Saxxx
2:59	8 Moxxx Rd.	Saxxx Paxxx
3:00	221 Alxxx St.	Lixxx Haxxx
3:02	34 Baxxx St.	Chxxx Buxxx
3:05	PICK-UP WALTON	Laxxx Haxxx
3:08	51 Puxxx Ave.	Rixxx Dexxx

3:10	60 Rexxx Rd.	Laxxx Haxxx
3:15	PICK-UP HURD	Boxxx Caxxx
3:18	120 Saxxx St.	Scxxx Duxxx
3:20	8 Roxxx St.	Boxxx Caxxx


1
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C
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E
F
LYNNFIELD
SAUGUS
MELROSE
READING
STONEHAM
LAKE QUANNAPOWITT
CRYSTAL LAKE
Route 128
MAIN ST.
NORTH AV.
WATER ST.
SALEM ST.
LOWELL ST.
VERNON ST.
MONTROSE AV.
AUDUBON RD.
WALTON ST.
BUTLER AV.
PRESTON ST.
VALLEY ST.
NAHANT ST.
FARM ST.
GREEN ST.
MERIAM ST.
MYRTLE AV.
HIGH ST.
LAKE ST.
FOUNDRY ST.
ALBION ST.
BROADWAY
JORDAN AV.
PARKER RD.
BROOK ST.
HOPKINS ST.
PROSPECT ST.
GREENWOOD AV.
SPRING ST.
WILEY ST.
OAK ST.
MELROSE AV.
CREST RD.
VALE RD.
BONAIR AV.
CLIFTON AV.
FELLSMERE AV.

Guide & Directory
MAP of WAKEFIELD

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

SCHOOL ADJUSTMENT COUNSELING AND SCHOOL PSYCHOLOGIST PROGRAMS

WEEKLY REPORT

REPORT OF

WEEK OF

CASES
Total Previous Week
New Referrals
TOTAL

NEW REFERRALS FROM
Teachers
Family
Others-Indicate
TOTAL

REASON FOR REFERRAL
Achievement
Behavior
Other-Indicate
TOTAL

GROUP SESSIONS

INTERVIEWS
Pupil
Teacher
Family
Others-Indicate
TOTAL

CONSULTATIONS WITH
Teachers
Others-Indicate
TOTAL

HOME VISITS - LIST REVERSE SIDE
Dates No.
Time No.
Place No.
TOTAL

CURRENT CASE LOAD

WAITING LIST

ADDITIONAL ACTIVITIES - INDICATE

SIGNATURE OF
COORDINATOR OF SPECIAL EDUCATION

COMPLETE IN DUPLICATE
RETURN TO SPED OFFICE EACH MONDAY

REVISED
7-16-73

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

PLEASE POST

TO: All Staff

FROM: Mr. Rudy A. Feudo

RE: For Your Information

Each Resource Center is initiating and developing a professional Library concerning all children with special needs.

Please come in and visit the Center and share our new books and information. They are provided for the benefit of all staff.

CURRENT LIBRARY CONTENTS

Chapter 766 Regulations - Revised October, 1975

Journal of Learning Disabilities

Journal of Special Educators for the Mentally Retarded

Office for Children - Region IV

SPED Training Resource Catalogue for Massachusetts

Take A Giant Step

Training Programs for the Teaching of Children with Special Needs

Instructional Programs for Children with Special Needs

Focus of Exceptional Children

Exceptional Children

Making Schools Work

Education of Special Needs Children

Mainstreaming - The Integration of Children with Special Needs

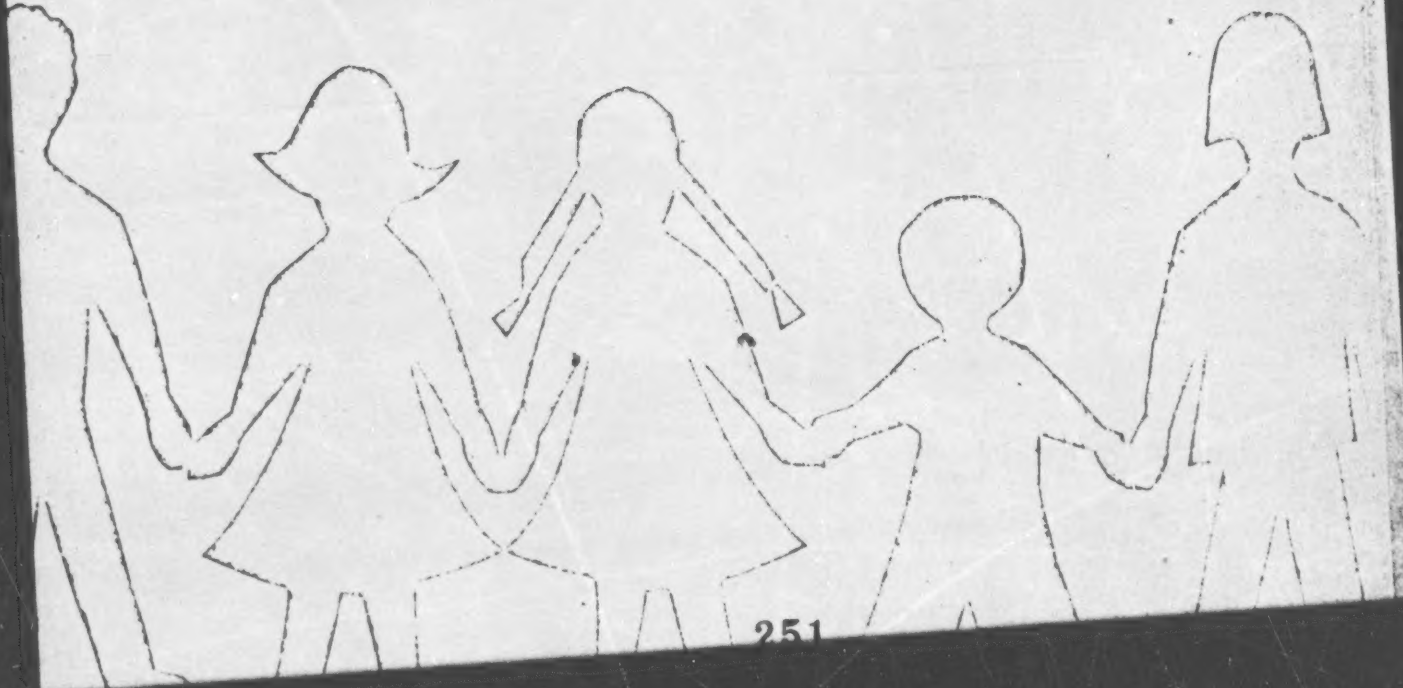
Guidelines for Assessments

Guidelines to Supportive Services

REGULATIONS

766

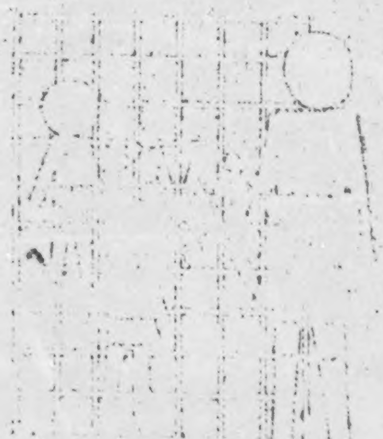
massachusetts department of education



EXCEPTIONAL CHILDREN

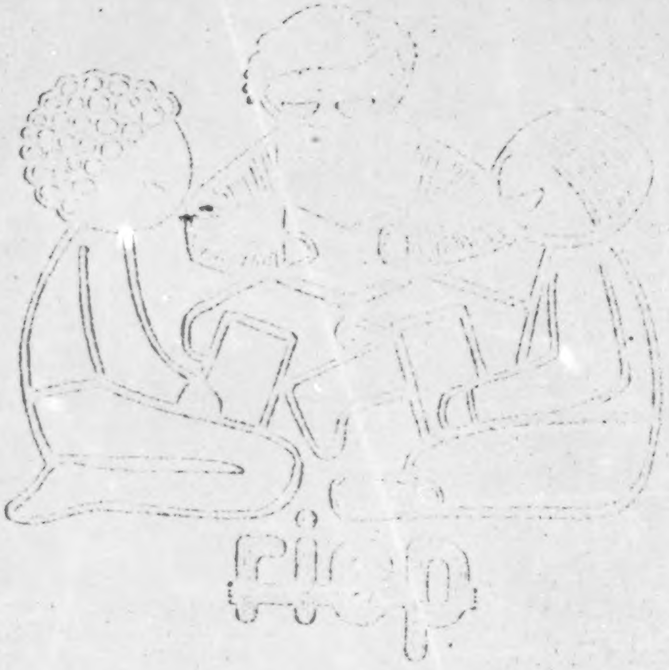
Samuel A. Kirk

educating
exceptional
children



GUIDELINES FOR THE EDUCATIONAL, SOCIAL, AND PSYCHOLOGICAL ASSESSMENT OF CHILDREN IN SPECIAL EDUCATIONAL NEED

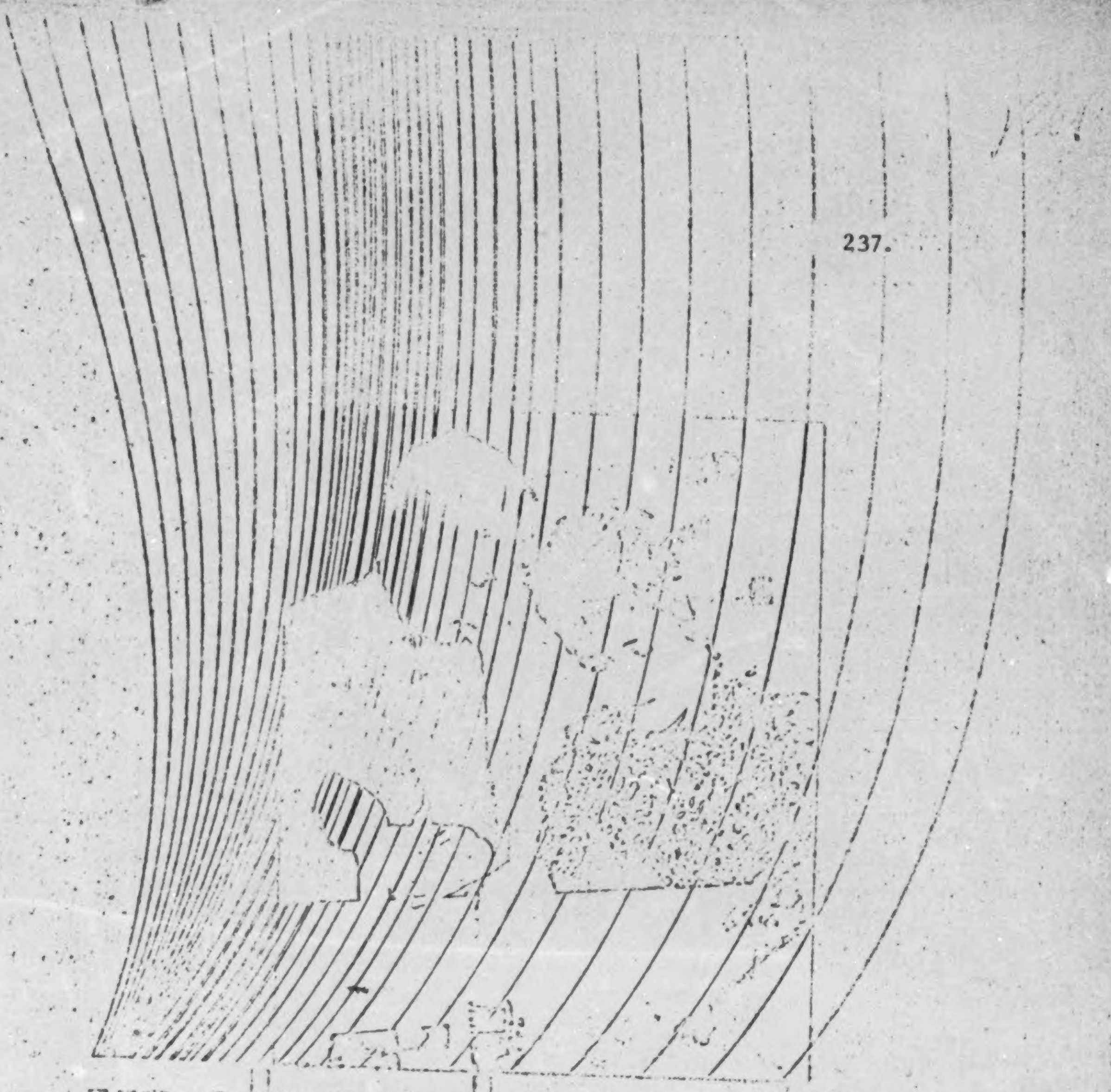
MARION SANDERS, Ed.D.



RESEARCH INSTITUTE FOR EDUCATIONAL PROBLEMS   12 MAPLE AVENUE   CAMBRIDGE, MASSACHUSETTS 02139

TRAINING:

PROGRAMS FOR THE TEACHING OF
CHILDREN WITH SPECIAL NEEDS



instructional programs for children with special needs

Chapter 766

Massachusetts Department of Education

RECEIVED
JUL 3 1975
SPED OFFICE

GUIDE TO SUPPORTIVE SERVICES FOR CHILDREN WITH SPECIAL NEEDS

A demonstration project in advocacy
for physically handicapped children

Prepared by: Gretchen Russell

CHILD ADVOCACY PROJECT

GRANT #OEG-0-72-5315

Easter Seal Society for Crippled Children and Adults
of Massachusetts, Inc.

National Easter Seal Society for Crippled Children
and Adults, Inc.

MAKING SCHOOL WORK

An Education Handbook
for
Students, Parents and Professionals

B DE

JAGT

MASSACHUSETTS ADVOCACY CENTER
MASSACHUSETTS LAW REFORM INSTITUTE

REPORT FROM CLOSER LOOK

NATIONAL INFORMATION CENTER FOR THE HANDICAPPED
A Project of the U.S. Department of Health, Education, and Welfare
Office of Education, Bureau of Education for the Handicapped

WINTER 1976

loser Look On The Road

During the past several months, Closer Look has
rticipated in a variety of conferences on topics of
portance to the handicapped and their families.
ch place we went, we heard messages that we
lieve have meaning for all of our readers, and we
nt to tell you some of what we learned. So—for your
ormation—here's our report:

Closer Look staff traveled to Kansas City in late
vember, to the second annual meeting of the Amer-
n Association for the Education of the Severely/
ofoundly Handicapped—and learned that there is a
eat deal going on for this group of people who for
ny years have been stored away, forgotten and
glected. It was truly inspiring to find a core of
mmitted professionals dedicated to improving the
ality of life for these people. They came together to
monstrate educational technologies being used to
ch severely handicapped people a wide range of
ls.

(continued on page 2)

As you know, the "Education of All Handi-
apped Children Act" has been signed by Presi-
ent Ford and is now law. This is a landmark
the history of the handicapped in our coun-
y, and we salute all the concerned people—
cluding members of Congress, consumers
nd dedicated professionals—who worked
hard to bring it about. The law guarantees the
ducational rights of handicapped children and
eir parents, mandates individualized instruc-
on plans for each child, sets 1978 as the date
hen a state must provide appropriate education
all handicapped children. It authorizes an
entual expenditure, on a gradually escalating
sis, of 3.4 billion dollars. In future issues, we
l discuss these and other provisions at greater
gth, as well as the big job of implementation
t lies ahead. It is sufficient, now, to hail the
ssage of this legislation as a victory in the
ttle for the right of *every* child—no matter how
erely handicapped—to an education suited to
individual needs.

Professionals:

Are You Listening?

In our concern for the needs of handicapped children—both in and out of school—the needs of parents are often overlooked. They have problems, too—often critical ones. What's happening to help them? In this era of progress in the classrooms, are things changing for parents?

Of course, when things improve for kids, they improve for parents. If you've struggled for years to get your child placed in a good educational program, what a great relief it is when this happens! There's certainly a clear connection between the quality of services open to your child and your own ability to lead a happy, normal life. Rights of children and rights of parents are sides of the same coin.

But a lot happens to parents from the time their disabled child is born, or from the moment they suspect—or learn—that their son or daughter has a handicap. No special training equips them for this turn of fate, for the feelings within themselves or the attitudes of others. The mother who wrote that she and her husband believed in the "that's how the cookie crumbles" philosophy . . . and that she could accept the fact that their child just happened to end up at the bottom of the statistical odds, first went through an agonizing period of personal adjustment.

There is an enormous unmet need

The emotional saga involved is well known to most parents of handicapped children. Experiences differ, and so do the intensity and impact of these experiences. But it's important to ask: who is available—or should be—to give encouragement or hope or practical advice at this particularly difficult time in a family's life?

Judging from letters we receive from parents all over the country, there is an enormous unmet need for support. In his book, *The Disabled and Their Parents: A Counseling Challenge*, Leo Buscaglia writes: "It is appalling how little attention is given, still, by medical

(continu

PF-9

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

SUMMARY OF HOME ASSESSMENT

Pertinent Extra School Factors – Family, Social, Environmental, and Developmental History and Observations

NAME ______ SEX ______ HEAD OF HOUSEHOLD ______

ADDRESS ______ TELEPHONE ______

SCHOOL ______ BIRTHPLACE ______

LENGTH OF RESIDENCE ______ BIRTHDATE ______

HOME LANGUAGE ______

Family and Household Identification Data (include all members of the household, and all parents and siblings, even if not living at home or deceased).

NAME	DATE OF BIRTH	HEALTH	EDUCATION	OCCUPATION
Parents:				
Siblings:				
Others:				

PHYSICIAN OR PRIMARY HEALTH SERVICE ______ TELEPHONE ______

USE OF HEALTH SERVICE ______ COMMUNITY SERVICES ______

HEALTH CARE COVERAGE ______

NOTABLE SOCIAL AND ECONOMIC FAMILY FACTORS ______

______

DATE OF INITIAL HOME ASSESSMENT ______ REASSESSMENT ______

SPED 9

I. DEVELOPMENTAL HISTORY

A. Prenatal, delivery, and neo-natal course. Complications.

____

____

____

B. Developmental milestones (note ages and anything unusual)

1. Sat without support ______________________________
2. Walked alone ______________________________
3. Used single words ______________________________
4. Used full sentences ______________________________
5. Toilet trained: day ______________ night ______________
6. Other ______________________________

C. Feeding. Anything notable in the way of preferences, dislikes, habits, mealtime behavior.

____

____

____

D. Reactions to illness, accidents, hospitalizations, and any acute or chronic handicapping condition.

____

____

____

E. Play and socialization development.

____

____

____

F. Other important environmental factors or experiences in child's history. Note: prolonged or trauma separations.

____

____

____

WAKEFIELD PUBLIC SCHOOLS
WAKEFIELD MASSACHUSETTS 01880

EVALUATION REQUEST FORM

PLEASE COMPLETE ALL ITEMS

Date: ______________________________

1. ______________________________
LAST NAME FIRST NAME MIDDLE INITIAL SEX DATE OF BIRTH

2. ______________________________
ADDRESS NO. STREET TEL. NO. MOTHER/GUARDIAN - FATHER/GUARDIAN

3. ______________________________
SCHOOL TEACHER GRADE(S) REPEATED

4. ______________________________
RECORDED IQ TEST NAME CA MA DATE TESTED TEST ADMIN. BY

5. ACHIEVEMENT TEST SUMMARY: ______________________________
TEST BATTERY FORM DATE ADMIN.

Word Mean.	_____	Word Study Skills	_____
Para. Mean.	_____	Language	_____
Sci. & Soc. St. Con.	_____	Arith. Con. & Appl.	_____
Spelling	_____	Arith. Comp.	_____

6. CHECK SERVICES (X)

	YES	NO	CURRENT
a. READING TUTORING	_____	_____	_____
b. SPEECH THERAPY	_____	_____	_____
c. VISION	_____	_____	_____
d. LD TUTORING	_____	_____	_____
e. SAC	_____	_____	_____
f. SCHOOL PSYCHOLOGIST	_____	_____	_____

7. REASON(S) FOR REQUEST

a. LANGUAGE ( )	a. ANTI-SOCIAL ( )	a. MOTOR-COORD. ( )
b. READING ( )	b. WITHDRAWAL ( )	b. VISION ( )
c. ARITHMETIC ( )	c. INATTENTIVE ( )	c. HEARING ( )
d. SPELLING ( )	d. RESTLESS ( )	d. SPEECH ( )
ACHIEVEMENT	BEHAVIOR	OTHER(S)

8. PLEASE COMMENT ON SPECIFIC PROBLEM(S) WHICH PRECIPITATED THIS REFERRAL. USE REVERSE SIDE.

February 27, 1976

Dear Mr. Feudo,

Because I am so willing to share any and all bad news with you, I would like, for a change, to highlight some areas of my own resource experience that have proven successful beyond my expectations. The integration of several resource children into the Greenwood School has illustrated rather dramatically the benefits that can be hoped for from such an expanded program.

I am thinking of two children inparticular, because I have taught these children in a self - contained setting in the Franklin School and now see them daily as the resource person in the Greenwood, integrated program. Because I had been their sole teacher in the Franklin School, I was confident of my own ability to predict their future rate of progress. I have, however, been amazed to note their growth and progress this year - which far exceeds any reasonable expectations.

Their academic growth appears to be at least twice what it would have been in a self-contained setting - despite the fact that they now recieve less than half of the individual attention which they enjoyed in that setting. They are far more independent and "courageous" than I have known them to be in the past and reflect vastly improved self images. At the risk of sounding over-zealous, I really must say that they speak, move, think, attend and laugh with a spontaneity that was obviously missing before. Despite the fact that they remain well below their classmates academically, they are developing a confidence and determination which enables them to accept that fact without becoming self critical and defeated. Conferences with parents have indicated

hat the same changes have been noted at home and several have mentioned
ow much happier their children seem to be.

Although much of this progress can be attributed to peer pressure,
mproved self-image, appropriate models and a compassionate, creative
aculty I feel that the real key lies in the childrens' sense of their
wn movement "up the ladder". They are in a definite grade this year
nd will progress with their class to a higher grade, a new teacher and
oom etc. in the fall. Perhaps this progression lends the motivation
hat was often missed in the self-contained resource rooms of the past.
ride in their own achievements and the knowledge that they are an ob-
ious part of the school's population is more of a reward than any "behav-
or mod" reinforcement with which I am familiar. Although I fully ex-
ected to see improved behavior with the implementation of the new re-
ource program, I never could have predicted the very substantial academic
enefits that are clear to me now.

Perhaps this seems so evident to me because I am in the unique
osition of having serviced the same children under both systems. But
is not a purely subjective opinion since academic achievement can be
asured, recorded and compared. I was honestly unsure about academic
ccess via integration as the new program was being discussed initially,
d worried about tossing children in over their heads and hoping they
uld swim. I thought that you would like to know that integration for the
ildren of the Greenwood district has negated my worst fears and far
rpassed my highest hopes.

Sincerely,

Monica

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